

Virginia Board of Education Agenda Item



Agenda Item: D

Date: October 27, 2016

Title	Final Review of Requests for Rating of <i>Partially Accredited: Reconstituted School</i> from Thirty-Five School Divisions		
Presenter	Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement		
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Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

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

Date: September 22, 2016: First Review

Action Requested:

Final review: Action requested at this meeting.

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

X	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 1: Considering the requests for *Partially Accredited: Reconstituted School* from thirty-five school divisions for ninety-seven (97) schools will support accountability for student learning.

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

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

Accreditation Denied status.

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

Summary of Important Issues:

Following the implementation of revised assessments in mathematics in 2011-2012 and revised reading, writing, and science assessments in 2012-2013, ninety-seven (97) schools have not been *Fully Accredited* for three consecutive years and are not *Fully Accredited* in 2016-2017:

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Attachment
Amelia County Public Schools	Amelia County Middle School (Gr.5-8)	A1
Amherst County Public Schools	Amelon Elementary School (Gr.PK-5)	B1
Bedford County Public Schools	Moneta Elementary School (Gr.PK-5)	C1
Caroline County Public Schools	Caroline Middle School (Gr.6-8)	D1
Charlotte County Public Schools	Bacon District Elementary School (Gr.PK-5)	E1
Chesapeake City Public Schools	Camelot Elementary School (Gr.PK-5)	F1
Chesapeake City Public Schools	George W. Carver Intermediate School (Paired school with Portlock Gr. 3-5)	
Chesapeake City Public Schools	Portlock Primary School (Paired school with Carver Gr.PK-2)	
Chesapeake City Public Schools	Rena B. Wright Primary School (Paired school with Truitt Gr.PK-2)	
Chesapeake City Public Schools	Truitt Intermediate School (Paired school with Wright Gr.3-5)	
Cumberland County Public Schools	Cumberland Elementary School (Gr.PK-4)	G1
Cumberland County Public Schools	Cumberland Middle School (Gr.5-8)	
Danville City Public Schools	G. L. H. Johnson Elementary School (Gr.PK-5)	H1
Danville City Public Schools	Schoolfield Elementary School (Gr.PK-5)	
Essex County Public Schools	Essex Intermediate School (Gr.5-8)	I1
Fairfax County Public Schools	Mount Vernon Woods Elementary School (Gr.PK-6)	J1
Greensville County Public Schools	Belfield Elementary School (Gr.5)	K1
Greensville County Public Schools	Greensville Elementary School (Gr.PK-5)	
Greensville County Public Schools	Edward W. Wyatt Middle School (Gr.5-8)	
Halifax County Public Schools	Sinai Elementary School (Gr.PK-5)	L1
Halifax County Public Schools	Halifax County Middle School (Gr.6-8)	
Hampton City Public Schools	Aberdeen Elementary School (Gr.PK-5)	M1
Hampton City Public Schools	Alfred S. Forrest Elementary School (Gr.PK-5)	
Hampton City Public Schools	Captain John Smith Elementary School (Gr.PK-5)	

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Attachment
Hampton City Public Schools	John Tyler Elementary School (Gr.PK-5)	
Hampton City Public Schools	C. Alton Lindsay Middle School (Gr.6-8)	
Hampton City Public Schools	Jefferson Davis Middle School (Gr.6-8)	
Harrisonburg City Public Schools	Thomas Harrison Middle School (Gr.5-8)	N1
Henrico County Public Schools	Anthony Mehfoud Elementary School (Paired school with Varina Gr.PK-2)	O1
Henrico County Public Schools	Cashell Donahoe Elementary School (Gr.PK-5)	
Henrico County Public Schools	Fair Oaks Elementary School (Gr.PK-5)	
Henrico County Public Schools	Harold Macon Ratcliffe Elementary School (Gr.PK-5)	
Henrico County Public Schools	Sandston Elementary School (Gr.PK-5)	
Henrico County Public Schools	Varina Elementary School (Paired school with Mehfoud Gr.3-5)	
Henrico County Public Schools	Brookland Middle School (Gr.6-8)	P1
Hopewell City Public Schools	Patrick Copeland Elementary School (Gr.PK-5)	
Hopewell City Public Schools	Carter G. Woodson Middle School (Gr.6-8)	Q1
Lancaster County Public Schools	Lancaster Middle School (Gr.4-8)	
Lancaster County Public Schools	Lancaster High School (Gr.9-12)	R1
Lynchburg City Public Schools	Dearington Elementary School for Innovation (Gr.PK-5)	
Lynchburg City Public Schools	Linkhorne Elementary School (Gr.PK-5)	
Lynchburg City Public Schools	Perrymont Elementary School (Gr.PK-5)	
Lynchburg City Public Schools	E. C. Glass High School (Gr.9-12)	
Manassas City Public Schools	Grace E. Metz Middle School (Gr.7-8)	S1
Martinsville City Public Schools	Albert Harris Elementary School (Gr.PK-5)	T1
Martinsville City Public Schools	Martinsville High School (Gr.9-12)	
Mecklenburg County Public Schools	South Hill Elementary School (Gr.PK-5)	U1
Mecklenburg County Public Schools	Park View Middle School (Gr.6-8)	
Newport News City Public Schools	Joseph H. Saunders Elementary School (Gr.PK-5)	V1
Newport News City Public Schools	L. F. Palmer Elementary School (Gr.PK-5)	
Newport News City Public Schools	T. Ryland Sanford Elementary School (Gr.PK-5)	
Newport News City Public Schools	Heritage High School (Gr.9-12)	
Norfolk City Public Schools	Chesterfield Academy Elementary School (Gr.PK-5)	W1
Norfolk City Public Schools	Coleman Place Elementary School (Gr.PK-5)	
Norfolk City Public Schools	Norview Elementary School (Gr.PK-5)	
Norfolk City Public Schools	Sherwood Forrest Elementary School (Gr.PK-5)	
Norfolk City Public Schools	St. Helena Elementary School (Gr.PK-5)	
Norfolk City Public Schools	Tanners Creek Elementary School (Gr.PK-5)	

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Attachment
Norfolk City Public Schools	James Blair Middle School (Gr.6-8)	
Norfolk City Public Schools	Lake Taylor High School (Gr.9-12)	
Northampton County Public Schools	Ocohannock Elementary School (Gr.PK-6)	X1
Nottoway County Public Schools	Blackstone Primary School (Gr.PK-4)	
Nottoway County Public Schools	Nottoway Intermediate School (Gr.5-6)	Y1
Nottoway County Public Schools	Nottoway Middle School (Gr.7-8)	
Petersburg City Public Schools	J. E. B. Stuart Elementary School (Gr.K-5)	Z1
Petersburg City Public Schools	Robert E. Lee Elementary School (Gr.K-5)	
Portsmouth City Public Schools	Brighton Elementary School (Gr.PK-6)	
Portsmouth City Public Schools	Douglas Park Elementary School (Gr.PK-6)	AA1
Portsmouth City Public Schools	Parkview Elementary School (Gr.PK-6)	
Portsmouth City Public Schools	Westhaven Elementary School (Gr.PK-6)	
Portsmouth City Public Schools	William E. Waters Middle School (Gr.7-8)	
Prince Edward County Public Schools	Prince Edward Elementary School (Gr.PK-4)	BB1
Pulaski County Public Schools	Pulaski Middle School (Gr.6-8)	CC1
Richmond City Public Schools	Blackwell Elementary School (Gr.PK-5)	
Richmond City Public Schools	Chimborazo Elementary School (Gr.PK-5)	
Richmond City Public Schools	George Mason Elementary School (Gr.PK-5)	
Richmond City Public Schools	G. H. Reid Elementary School (Gr.PK-5)	
Richmond City Public Schools	Ginter Park Elementary School (Gr.PK-5)	
Richmond City Public Schools	J. L. Francis Elementary School (Gr.PK-5)	
Richmond City Public Schools	Miles Jones Elementary School (Gr.PK-5)	DD1
Richmond City Public Schools	Oak Grove/Bellemeade Elementary School (Gr.PK-5)	
Richmond City Public Schools	Overby-Sheppard Elementary School (Gr.PK-5)	
Richmond City Public Schools	Westover Hills Elementary School (Gr.PK-5)	
Richmond City Public Schools	Woodville Elementary School (Gr.PK-5)	
Richmond City Public Schools	Thomas Jefferson High School (Gr.9-12)	
Roanoke City Public Schools	Garden City Elementary School (Gr.PK-5)	
Roanoke City Public Schools	Hurt Park Elementary School (Gr.PK-5)	EE1
Roanoke City Public Schools	Westside Elementary School (Gr.PK-5)	
Rockbridge County Public Schools	Natural Bridge Elementary School (Gr.PK-5)	FF1
Suffolk City Public Schools	Booker T. Washington Elementary School (Gr.PK-5)	
Suffolk City Public Schools	Elephants Fork Elementary School (Gr.PK-5)	GG1
Suffolk City Public Schools	Mack Benn Jr. Elementary School (Gr.PK-5)	
Suffolk City Public Schools	Kings Fork Middle School (Gr.6-8)	
Waynesboro City Public Schools	Wenonah Elementary School (Gr.PK-5)	
Waynesboro City Public Schools	William Perry Elementary School (Gr.PK-5)	HH1
Waynesboro City Public Schools	Kate Collins Middle School (Gr.6-8)	
Westmoreland County Public Schools	Cople Elementary School (Gr.PK-5)	II1

Each school must meet the definition of reconstitution. As defined by the Fast Track *Regulations Establishing Standards for Accrediting Virginia Public Schools (SOA)*, reconstitution is defined as 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* that may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Reconstitution Type
Amelia County Public Schools	Amelia County Middle School (Gr.5-8)	Instructional Program and Staff
Amherst County Public Schools	Amelon Elementary School (Gr.PK-5)	Instructional Program and Staff
Bedford County Public Schools	Moneta Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Caroline County Public Schools	Caroline Middle School (Gr.6-8)	Governance, Instructional Program and Staff
Charlotte County Public Schools	Bacon District Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Chesapeake City Public Schools	Camelot Elementary School (Gr.PK-5)	Instructional Program and Staff
Chesapeake City Public Schools	George W. Carver Intermediate School (Paired school with Portlock Gr. 3-5)	Instructional Program and Staff
Chesapeake City Public Schools	Portlock Primary School (Paired school with Carver Gr.PK-2)	Governance, Instructional Program and Staff
Chesapeake City Public Schools	Rena B. Wright Primary School (Paired school with Truitt Gr.PK-2)	Instructional Program and Staff
Chesapeake City Public Schools	Truitt Intermediate School (Paired school with Wright Gr.3-5)	Instructional Program and Staff
Cumberland County Public Schools	Cumberland Elementary School (Gr.PK-4)	Governance, Instructional Program and Staff
Cumberland County Public Schools	Cumberland Middle School (Gr.5-8)	Governance, Instructional Program and Staff
Danville City Public Schools	G. L. H. Johnson Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Danville City Public Schools	Schoolfield Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Essex County Public Schools	Essex Intermediate School (Gr.5-8)	Governance, Instructional Program and Staff
Fairfax County Public Schools	Mount Vernon Woods Elementary School (Gr.PK-6)	Governance, Instructional Program and Staff
Greensville County Public Schools	Belfield Elementary School (Gr.5)	Governance, Instructional Program and Staff
Greensville County Public Schools	Greensville Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Greensville County Public Schools	Edward W. Wyatt Middle School (Gr.5-8)	Governance, Instructional Program and Staff

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Reconstitution Type
Halifax County Public Schools	Sinai Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Halifax County Public Schools	Halifax County Middle School (Gr.6-8)	Governance, Instructional Program
Hampton City Public Schools	Aberdeen Elementary School (Gr.PK-5)	Instructional Program
Hampton City Public Schools	Alfred S. Forrest Elementary School (Gr.PK-5)	Instructional Program
Hampton City Public Schools	Captain John Smith Elementary School (Gr.PK-5)	Instructional Program
Hampton City Public Schools	John Tyler Elementary School (Gr.PK-5)	Instructional Program
Hampton City Public Schools	C. Alton Lindsay Middle School (Gr.6-8)	Governance and Instructional Program
Hampton City Public Schools	Jefferson Davis Middle School (Gr.6-8)	Instructional Program
Harrisonburg City Public Schools	Thomas Harrison Middle School (Gr.5-8)	Governance and Instructional Program
Henrico County Public Schools	Anthony Mehfoud Elementary School (Paired school with Varina Gr.PK-2)	Instructional Program and Staff
Henrico County Public Schools	Cashell Donahoe Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Henrico County Public Schools	Fair Oaks Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Henrico County Public Schools	Harold Macon Ratcliffe Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Henrico County Public Schools	Sandston Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Henrico County Public Schools	Varina Elementary School (Paired school with Mehfoud Gr.3-5)	Governance, Instructional Program and Staff
Henrico County Public Schools	Brookland Middle School (Gr.6-8)	Governance, Instructional Program, Staff and Student Population
Hopewell City Public Schools	Patrick Copeland Elementary School (Gr.PK-5)	Instructional Program and Staff
Hopewell City Public Schools	Carter G. Woodson Middle School (Gr.6-8)	Instructional Program and Staff
Lancaster County Public Schools	Lancaster Middle School (Gr.4-8)	Governance, Instructional Program and Staff
Lancaster County Public Schools	Lancaster High School (Gr.9-12)	Governance, Instructional Program and Staff
Lynchburg City Public Schools	Dearington Elementary School for Innovation (Gr.PK-5)	Governance and Instructional Program
Lynchburg City Public Schools	Linkhorne Elementary School (Gr.PK-5)	Governance and Instructional Program

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Reconstitution Type
Lynchburg City Public Schools	Perrymont Elementary School (Gr.PK-5)	Governance, and Instructional Program
Lynchburg City Public Schools	E. C. Glass High School (Gr.9-12)	Governance and Instructional Program
Manassas City Public Schools	Grace E. Metz Middle School (Gr.7-8)	Instructional Program
Martinsville City Public Schools	Albert Harris Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Martinsville City Public Schools	Martinsville High School (Gr.9-12)	Governance, Instructional Program and Staff
Mecklenburg County Public Schools	South Hill Elementary School (Gr.PK-5)	Instructional Program and Staff
Mecklenburg County Public Schools	Park View Middle School (Gr.6-8)	Governance and Instructional Program
Newport News City Public Schools	Joseph H. Saunders Elementary School (Gr.PK-5)	Instructional Program, Staff and Student Population
Newport News City Public Schools	L. F. Palmer Elementary School (Gr.PK-5)	Instructional Program and Staff
Newport News City Public Schools	T. Ryland Sanford Elementary School (Gr.PK-5)	Instructional Program and Staff
Newport News City Public Schools	Heritage High School (Gr.9-12)	Instructional Program
Norfolk City Public Schools	Chesterfield Academy Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Norfolk City Public Schools	Coleman Place Elementary School (Gr.PK-5)	Instructional Program
Norfolk City Public Schools	Norview Elementary School (Gr.PK-5)	Instructional Program
Norfolk City Public Schools	Sherwood Forrest Elementary School (Gr.PK-5)	Instructional Program and Staff
Norfolk City Public Schools	St. Helena Elementary School (Gr.PK-5)	Instructional Program and Staff
Norfolk City Public Schools	Tanners Creek Elementary School (Gr.PK-5)	Instructional Program and Staff
Norfolk City Public Schools	James Blair Middle School (Gr.6-8)	Instructional Program
Norfolk City Public Schools	Lake Taylor High School (Gr.9-12)	Instructional Program
Northampton County Public Schools	Ocohanock Elementary School (Gr.PK-6)	Instructional Program
Nottoway County Public Schools	Blackstone Primary School (Gr.PK-4)	Instructional Program and Staff
Nottoway County Public Schools	Nottoway Intermediate School (Gr.5-6)	Instructional Program

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Reconstitution Type
Nottoway County Public Schools	Nottoway Middle School (Gr.7-8)	Instructional Program and Staff
Petersburg City Public Schools	J. E. B. Stuart Elementary School (Gr.K-5)	Governance, Instructional Program and Staff
Petersburg City Public Schools	Robert E. Lee Elementary School (Gr.K-5)	Governance, Instructional Program and Staff
Portsmouth City Public Schools	Brighton Elementary School (Gr.PK-6)	Governance, Instructional Program and Staff
Portsmouth City Public Schools	Douglas Park Elementary School (Gr.PK-6)	Governance, Instructional Program and Staff
Portsmouth City Public Schools	Parkview Elementary School (Gr.PK-6)	Governance, Instructional Program and Staff
Portsmouth City Public Schools	Westhaven Elementary School (Gr.PK-6)	Governance, Instructional Program and Staff
Portsmouth City Public Schools	William E. Waters Middle School (Gr.7-8)	Governance, Instructional Program and Staff
Prince Edward County Public Schools	Prince Edward Elementary School (Gr.PK-4)	Instructional Program and Staff
Pulaski County Public Schools	Pulaski Middle School (Gr.6-8)	Instructional Program
Richmond City Public Schools	Blackwell Elementary School (Gr.PK-5)	Governance, Instructional Program, Staff and Student Population
Richmond City Public Schools	Chimborazo Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Richmond City Public Schools	George Mason Elementary School (Gr.PK-5)	Governance, Instructional Program, Staff and Student Population
Richmond City Public Schools	G. H. Reid Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Richmond City Public Schools	Ginter Park Elementary School (Gr.PK-5)	Instructional Program
Richmond City Public Schools	J. L .Francis Elementary School (Gr.PK-5)	Instructional Program, Staff and Student Population
Richmond City Public Schools	Miles Jones Elementary School (Gr.PK-5)	Instructional Program
Richmond City Public Schools	Oak Grove/Bellemeade Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Richmond City Public Schools	Overby-Sheppard Elementary School (Gr.PK-5)	Instructional Program and Staff
Richmond City Public Schools	Westover Hills Elementary School (Gr.PK-5)	Instructional Program and Staff
Richmond City Public Schools	Woodville Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Richmond City Public	Thomas Jefferson High School (Gr.9-12)	Governance and Instructional

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Reconstitution Type
Schools		Program
Roanoke City Public Schools	Garden City Elementary School (Gr.PK-5)	Governance and Instructional Program
Roanoke City Public Schools	Hurt Park Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Roanoke City Public Schools	Westside Elementary School (Gr.PK-5)	Instructional Program and Staff
Rockbridge County Public Schools	Natural Bridge Elementary School (Gr.PK-5)	Governance and Instructional Program
Suffolk City Public Schools	Booker T. Washington Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Suffolk City Public Schools	Elephants Fork Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Suffolk City Public Schools	Mack Benn Jr. Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Suffolk City Public Schools	Kings Fork Middle School (Gr.6-8)	Governance, Instructional Program and Staff
Waynesboro City Public Schools	Wenonah Elementary School (Gr.PK-5)	Instructional Program and Staff
Waynesboro City Public Schools	William Perry Elementary School (Gr.PK-5)	Instructional Program and Staff
Waynesboro City Public Schools	Kate Collins Middle School (Gr.6-8)	Instructional Program and Staff
Westmoreland County Public Schools	Cople Elementary School (Gr.PK-5)	Governance and Instructional Program

Recommendations for a rating of *Partially Accredited: Reconstituted School* are the result of examining a preponderance of evidence, with Standards of Learning data being the strongest or leading evidence. In addition to application criteria (described in the paragraph below), the following broad areas are considered in the review process for the 2016-2017 requests for reconstitution.

- Improvement outcome data/positive trends in data
- New leadership in the building with a track record of success in improvement
- Positive observations of capacity and commitment of the division to improvement
- Evidence of experiencing an extreme set of circumstances with an outcome based plan to prevent/solve the problem for the coming year(s)

Applications for reconstitution are reviewed focusing on student performance data, areas of reconstitution, and the rationale for the trajectory of progress expected. The following criteria are used for the application review.

- Demonstration of improvement in Standards of Learning achievement data in both warned and non-warned academic subjects (Did the data show improvement, decline, or have no change?)
- Evidence of how the proposed reconstitution practices differ from the existing practices
- Relevance of the anticipated impact of the proposed actions to the reconstitution plan
- Expectations for measurable impact on student achievement

- Clearly defined practices that ultimately improve student achievement
- Presence of a reasonable and rigorous trajectory of expected measureable progress
- Description of family engagement strategies for the school including the anticipated impact on student achievement

Data for each school division is included in Attachments A1-III. Each division’s attachment contains each school’s application for *Partially Accredited: Reconstituted School* and achievement data.

Technical Assistance

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

Impact on Fiscal and Human Resources:

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

Timetable for Further Review/Action:

Upon action by the Board of Education, school divisions with schools that are approved for a rating of *Partially Accredited: Reconstituted School* will be required to enter into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in 2016-2017 by January 31, 2017. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding with the Board of Education which will be presented to the Board for first review November 17, 2016.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the recommendations as noted in the following table and stated below:

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Recommended Action
Amelia County Public Schools	Amelia County Middle School (Gr.5-8)	Approve
Amherst County Public Schools	Amelon Elementary School (Gr.PK-5)	Approve
Bedford County Public Schools	Moneta Elementary School (Gr.PK-5)	Deny
Caroline County Public Schools	Caroline Middle School (Gr.6-8)	Approve
Charlotte County Public Schools	Bacon District Elementary School (Gr.PK-5)	Approve
Chesapeake City Public Schools	Camelot Elementary School (Gr.PK-5)	Deny

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Recommended Action
Chesapeake City Public Schools	George W. Carver Intermediate School (Paired school with Portlock Gr. 3-5)	Approve
Chesapeake City Public Schools	Portlock Primary School (Paired school with Carver Gr.PK-2)	Approve
Chesapeake City Public Schools	Rena B. Wright Primary School (Paired school with Truitt Gr.PK-2)	Approve
Chesapeake City Public Schools	Truitt Intermediate School (Paired school with Wright Gr.3-5)	Approve
Cumberland County Public Schools	Cumberland Elementary School (Gr.PK-4)	Approve
Cumberland County Public Schools	Cumberland Middle School (Gr.5-8)	Approve
Danville City Public Schools	G. L. H. Johnson Elementary School (Gr.PK-5)	Deny
Danville City Public Schools	Schoolfield Elementary School (Gr.PK-5)	Deny
Essex County Public Schools	Essex Intermediate School (Gr.5-8)	Approve
Fairfax County Public Schools	Mount Vernon Woods Elementary School (Gr.PK-6)	Approve
Greensville County Public Schools	Belfield Elementary School (Gr.5)	Approve
Greensville County Public Schools	Greensville Elementary School (Gr.PK-5)	Deny
Greensville County Public Schools	Edward W. Wyatt Middle School (Gr.5-8)	Deny
Halifax County Public Schools	Sinai Elementary School (Gr.PK-5)	Approve
Halifax County Public Schools	Halifax County Middle School (Gr.6-8)	Approve
Hampton City Public Schools	Aberdeen Elementary School (Gr.PK-5)	Approve
Hampton City Public Schools	Alfred S. Forrest Elementary School (Gr.PK-5)	Approve
Hampton City Public Schools	Captain John Smith Elementary School (Gr.PK-5)	Approve
Hampton City Public Schools	John Tyler Elementary School (Gr.PK-5)	Approve
Hampton City Public Schools	C. Alton Lindsay Middle School (Gr.6-8)	Approve
Hampton City Public Schools	Jefferson Davis Middle School (Gr.6-8)	Approve
Harrisonburg City Public Schools	Thomas Harrison Middle School (Gr.5-8)	Approve
Henrico County Public	Anthony Mehfoud Elementary School (Paired school with Varina Gr.PK-2)	Approve

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Recommended Action
Schools		
Henrico County Public Schools	Cashell Donahoe Elementary School (Gr.PK-5)	Approve
Henrico County Public Schools	Fair Oaks Elementary School (Gr.PK-5)	Approve
Henrico County Public Schools	Harold Macon Ratcliffe Elementary School (Gr.PK-5)	Deny
Henrico County Public Schools	Sandston Elementary School (Gr.PK-5)	Approve
Henrico County Public Schools	Varina Elementary School (Paired school with Mehfoud Gr.3-5)	Approve
Henrico County Public Schools	Brookland Middle School (Gr.6-8)	Approve
Hopewell City Public Schools	Patrick Copeland Elementary School (Gr.PK-5)	Deny
Hopewell City Public Schools	Carter G. Woodson Middle School (Gr.6-8)	Approve
Lancaster County Public Schools	Lancaster Middle School (Gr.4-8)	Deny
Lancaster County Public Schools	Lancaster High School (Gr.9-12)	Approve
Lynchburg City Public Schools	Dearington Elementary School for Innovation (Gr.PK-5)	Approve
Lynchburg City Public Schools	Linkhorne Elementary School (Gr.PK-5)	Approve
Lynchburg City Public Schools	Perrymont Elementary School (Gr.PK-5)	Approve
Lynchburg City Public Schools	E. C. Glass High School (Gr.9-12)	Approve
Manassas City Public Schools	Grace E. Metz Middle School (Gr.7-8)	Approve
Martinsville City Public Schools	Albert Harris Elementary School (Gr.PK-5)	Approve
Martinsville City Public Schools	Martinsville High School (Gr.9-12)	Approve
Mecklenburg County Public Schools	South Hill Elementary School (Gr.PK-5)	Approve
Mecklenburg County Public Schools	Park View Middle School (Gr.6-8)	Approve
Newport News City Public Schools	Joseph H. Saunders Elementary School (Gr.PK-5)	Approve
Newport News City Public Schools	L. F. Palmer Elementary School (Gr.PK-5)	Approve
Newport News City Public Schools	T. Ryland Sanford Elementary School (Gr.PK-5)	Approve

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Recommended Action
Newport News City Public Schools	Heritage High School (Gr.9-12)	Approve
Norfolk City Public Schools	Chesterfield Academy Elementary School (Gr.PK-5)	Approve
Norfolk City Public Schools	Coleman Place Elementary School (Gr.PK-5)	Approve
Norfolk City Public Schools	Norview Elementary School (Gr.PK-5)	Deny
Norfolk City Public Schools	Sherwood Forrest Elementary School (Gr.PK-5)	Approve
Norfolk City Public Schools	St. Helena Elementary School (Gr.PK-5)	Deny
Norfolk City Public Schools	Tanners Creek Elementary School (Gr.PK-5)	Deny
Norfolk City Public Schools	James Blair Middle School (Gr.6-8)	Deny
Norfolk City Public Schools	Lake Taylor High School (Gr.9-12)	Deny
Northampton County Public Schools	Ocohanock Elementary School (Gr.PK-6)	Approve
Nottoway County Public Schools	Blackstone Primary School (Gr.PK-4)	Approve
Nottoway County Public Schools	Nottoway Intermediate School (Gr.5-6)	Approve
Nottoway County Public Schools	Nottoway Middle School (Gr.7-8)	Approve
Petersburg City Public Schools	J. E. B. Stuart Elementary School (Gr.K-5)	Approve
Petersburg City Public Schools	Robert E. Lee Elementary School (Gr.K-5)	Approve
Portsmouth City Public Schools	Brighton Elementary School (Gr.PK-6)	Deny
Portsmouth City Public Schools	Douglas Park Elementary School (Gr.PK-6)	Deny
Portsmouth City Public Schools	Parkview Elementary School (Gr.PK-6)	Deny
Portsmouth City Public Schools	Westhaven Elementary School (Gr.PK-6)	Deny
Portsmouth City Public Schools	William E. Waters Middle School (Gr.7-8)	Deny
Prince Edward County Public Schools	Prince Edward Elementary School (Gr.PK-4)	Approve
Pulaski County Public Schools	Pulaski Middle School (Gr.6-8)	Approve
Richmond City Public	Blackwell Elementary School (Gr.PK-5)	Deny

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Recommended Action
Schools		
Richmond City Public Schools	Chimborazo Elementary School (Gr.PK-5)	Deny
Richmond City Public Schools	George Mason Elementary School (Gr.PK-5)	Deny
Richmond City Public Schools	G. H. Reid Elementary School (Gr.PK-5)	Approve
Richmond City Public Schools	Ginter Park Elementary School (Gr.PK-5)	Approve
Richmond City Public Schools	J. L .Francis Elementary School (Gr.PK-5)	Approve
Richmond City Public Schools	Miles Jones Elementary School (Gr.PK-5)	Approve
Richmond City Public Schools	Oak Grove/Bellemeade Elementary School (Gr.PK-5)	Approve
Richmond City Public Schools	Overby-Sheppard Elementary School (Gr.PK-5)	Deny
Richmond City Public Schools	Westover Hills Elementary School (Gr.PK-5)	Deny
Richmond City Public Schools	Woodville Elementary School (Gr.PK-5)	Deny
Richmond City Public Schools	Thomas Jefferson High School (Gr.9-12)	Deny
Roanoke City Public Schools	Garden City Elementary School (Gr.PK-5)	Approve
Roanoke City Public Schools	Hurt Park Elementary School (Gr.PK-5)	Deny
Roanoke City Public Schools	Westside Elementary School (Gr.PK-5)	Deny
Rockbridge County Public Schools	Natural Bridge Elementary School (Gr.PK-5)	Approve
Suffolk City Public Schools	Booker T. Washington Elementary School (Gr.PK-5)	Deny
Suffolk City Public Schools	Elephants Fork Elementary School (Gr.PK-5)	Deny
Suffolk City Public Schools	Mack Benn Jr. Elementary School (Gr.PK-5)	Deny
Suffolk City Public Schools	Kings Fork Middle School (Gr.6-8)	Approve
Waynesboro City Public Schools	Wenonah Elementary School (Gr.PK-5)	Deny
Waynesboro City Public Schools	William Perry Elementary School (Gr.PK-5)	Approve
Waynesboro City Public Schools	Kate Collins Middle School (Gr.6-8)	Deny

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Recommended Action
Westmoreland County Public Schools	Cople Elementary School (Gr.PK-5)	Deny

1. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Amelia County Middle School from the Amelia County School Board. The approval of this rating is contingent on the superintendent of Amelia County Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by January 31, 2017, or the school will revert to a designation of *Accreditation Denied*.

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

2. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Amelon Elementary School from the Amherst County School Board. The approval of this rating is contingent on the superintendent of Amherst County Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by January 31, 2017, or the school will revert to a designation of *Accreditation Denied*.

Rationale: Amelon Elementary School data demonstrate progress in student achievement.

3. The Superintendent of Public Instruction recommends that the Board of Education deny the request for a rating of *Partially Accredited: Reconstituted School* for Moneta Elementary School from the Bedford County School Board. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by December 16, 2016.

Rationale: Moneta Elementary School data do not demonstrate progress in student achievement.

4. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Caroline Middle School from the Caroline County School Board. The approval of this rating is contingent on the superintendent of Caroline County Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-

2017 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by January 31, 2017, or the school will revert to a designation of *Accreditation Denied*.

Rationale: Caroline County Middle School data demonstrate progress in student achievement.

5. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Bacon District Elementary School from the Charlotte County School Board. The approval of this rating is contingent on the superintendent of Charlotte County Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by January 31, 2017, or the school will revert to a designation of *Accreditation Denied*.

Rationale: Bacon District Elementary School data demonstrate progress in student achievement.

6. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* from the Chesapeake City School Board for the following schools: George W. Carver Intermediate School, Portlock Primary School, Rena B. Wright Primary School, Truitt Intermediate School. The approval of this rating is contingent on the superintendent of Chesapeake City Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by January 31, 2017, or the school will revert to a designation of *Accreditation Denied*.

Rationale: Portlock Primary School, Rena B. Wright Primary School, and Truitt Intermediate School data demonstrate progress in student achievement. For 2016-2017 reconstitution requests, schools that are within 5 percentage points of the English benchmark and meet the benchmark in all other content areas are being recommended for *Partially Accredited: Reconstituted School* status. George W. Carver Intermediate School data qualify for this consideration.

7. The Superintendent of Public Instruction recommends that the Board of Education deny the request for a rating of *Partially Accredited: Reconstituted School* for Camelot Elementary School from the Chesapeake City School Board. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by December 16, 2016.

Rationale: Camelot Elementary School data do not demonstrate progress in student achievement.

8. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* from the Cumberland County School Board for the following schools: Cumberland Elementary School and Cumberland Middle School. The approval of this rating is contingent on the superintendent of Cumberland County Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by January 31, 2017, or the school will revert to a designation of *Accreditation Denied*.

Rationale: Cumberland Elementary School and Cumberland Middle School data demonstrate progress in student achievement.

9. The Superintendent of Public Instruction recommends that the Board of Education deny the requests for a rating of *Partially Accredited: Reconstituted School* from the Danville City School Board for the following schools: G. L. H. Johnson Elementary School and Schoolfield Elementary School. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by December 16, 2016.

Rationale: G. L. H. Johnson Elementary School and Schoolfield Elementary School data do not demonstrate progress in student achievement.

10. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Essex Intermediate School from the Essex County School Board. The approval of this rating is contingent on the superintendent of Essex County Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by January 31, 2017, or the school will revert to a designation of *Accreditation Denied*.

Rationale: Essex Intermediate School data demonstrate progress in student achievement.

11. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Mount Vernon Woods Elementary School from the Fairfax County School Board. The approval of this rating is contingent on the superintendent of Fairfax County Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by January 31, 2017, or the school will revert to a designation of *Accreditation Denied*.

Rationale: Fairfax County Public Schools presented additional data to support consideration of reconstituted status for Mount Vernon Woods Elementary School. A review of the request and accompanying data provide evidence for approving *Partially Accredited: Reconstituted School* status for 2016-2017.

12. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Belfield Elementary School from the Greenville County School Board. The approval of this rating is contingent on the superintendent of Greenville County Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by January 31, 2017, or the school will revert to a designation of *Accreditation Denied*.

Rationale: Belfield Elementary School data demonstrate progress in student achievement.

13. The Superintendent of Public Instruction recommends that the Board of Education deny the requests for a rating of *Partially Accredited: Reconstituted School* from the Greenville County School Board for the following schools: Greenville Elementary School and Edward W. Wyatt Middle School. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by December 16, 2016.

Rationale: Greenville Elementary School and Edward W. Wyatt Middle School data do not demonstrate progress in student achievement.

14. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* from the Halifax County School Board for the following schools: Sinai Elementary School and Halifax County Middle School. The approval of this rating is contingent on the superintendent of Halifax County Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by January 31, 2017, or the school will revert to a designation of *Accreditation Denied*.

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

15. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* from the Hampton City

School Board for the following schools: Aberdeen Elementary School, Alfred S. Forrest Elementary School, Captain John Smith Elementary School, John Tyler Elementary School, C. Alton Lindsay Middle School, and Jefferson Davis Middle School. The approval of this rating is contingent on the superintendent of Hampton City Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in these schools. This agreement must be signed by both parties by January 31, 2017, or the schools will revert to a designation of *Accreditation Denied*.

Rationale: Aberdeen Elementary School, Alfred S. Forrest Elementary School, Captain John Smith Elementary School, John Tyler Elementary School, and Jefferson Davis Middle School data demonstrate progress in student achievement. Hampton City Public Schools presented additional data to support consideration of reconstituted status for C. Alton Lindsay Middle School. A review of the request and accompanying data provide evidence for approving *Partially Accredited: Reconstituted School* status for 2016-2017.

16. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Thomas Harrison Middle School from the Harrisonburg City School Board. The approval of this rating is contingent on the superintendent of Harrisonburg City Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by January 31, 2017, or the school will revert to a designation of *Accreditation Denied*.

Rationale: Thomas Harrison Middle School data demonstrate progress in student achievement.

17. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* from the Henrico County School Board for the following schools: Anthony Mehfoed Elementary School, Cashell Donahoe Elementary School, Fair Oaks Elementary School, Sandston Elementary School, Varina Elementary School, and Brookland Middle School. The approval of this rating is contingent on the superintendent of Henrico County Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in these schools. This agreement must be signed by both parties by January 31, 2017, or the schools will revert to a designation of *Accreditation Denied*.

Rationale: Anthony Mehfoed Elementary School, Cashell Donahoe Elementary School, Sandston Elementary School, Varina Elementary School, and Brookland Middle School data demonstrate progress in student achievement. Henrico County Public Schools presented additional data to support consideration of reconstituted status for Fair Oaks Elementary School.

A review of the request and accompanying data provide evidence for approving *Partially Accredited: Reconstituted School* status for 2016-2017.

18. The Superintendent of Public Instruction recommends that the Board of Education deny the request for a rating of *Partially Accredited: Reconstituted School* for Harold Macon Ratcliffe Elementary School from the Henrico County School Board. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by December 16, 2016.

Rationale: Harold Macon Ratcliffe Elementary School data do not demonstrate progress in student achievement.

19. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Carter G. Woodson Middle School from the Hopewell City School Board. The approval of this rating is contingent on the superintendent of Hopewell City Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by January 31, 2017, or the school will revert to a designation of *Accreditation Denied*.

Rationale: Carter G. Woodson Middle School data demonstrate progress in student achievement.

20. The Superintendent of Public Instruction recommends that the Board of Education deny the request for a rating of *Partially Accredited: Reconstituted School* for Patrick Copeland Elementary School from the Hopewell City School Board. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by December 16, 2016.

Rationale: Patrick Copeland Elementary School data do not demonstrate progress in student achievement.

21. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Lancaster High School from the Lancaster County School Board. The approval of this rating is contingent on the superintendent of Lancaster County Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by January 31, 2017, or the school will revert to a designation of *Accreditation Denied*.

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

22. The Superintendent of Public Instruction recommends that the Board of Education deny the request for a rating of *Partially Accredited: Reconstituted School* for Lancaster Middle School from the Lancaster County School Board. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by December 16, 2016.

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

23. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* from the Lynchburg City School Board for the following schools: Dearington Elementary School for Innovation, Linkhorne Elementary School, Perrymont Elementary School, and E.C. Glass High School. The approval of this rating is contingent on the superintendent of Lynchburg City Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in these schools. This agreement must be signed by both parties by January 31, 2017, or the schools will revert to a designation of *Accreditation Denied*.

Rationale: Dearington Elementary School for Innovation, Linkhorne Elementary School, Perrymont Elementary School, and E.C. Glass High School data demonstrate progress in student achievement.

24. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Grace E. Metz Middle School from the Manassas City School Board. The approval of this rating is contingent on the superintendent of Manassas City Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by January 31, 2017, or the school will revert to a designation of *Accreditation Denied*.

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

25. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* from the Martinsville City

School Board for the following schools: Albert Harris Elementary School and Martinsville High School. The approval of this rating is contingent on the superintendent of Martinsville City Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in these schools. This agreement must be signed by both parties by January 31, 2017, or the schools will revert to a designation of *Accreditation Denied*.

Rationale: Albert Harris Elementary School and Martinsville High School data demonstrate progress in student achievement.

26. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* from the Mecklenburg County School Board for the following schools: South Hill Elementary School and Park View Middle School. The approval of this rating is contingent on the superintendent of Mecklenburg County Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in these schools. This agreement must be signed by both parties by January 31, 2017, or the schools will revert to a designation of *Accreditation Denied*.

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

27. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* from the Newport News City School Board for the following schools: Joseph H. Saunders Elementary School, L.F. Palmer Elementary School, T. Ryland Sanford Elementary School, and Heritage High School. The approval of this rating is contingent on the superintendent of Newport News City Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in these schools. This agreement must be signed by both parties by January 31, 2017, or the schools will revert to a designation of *Accreditation Denied*.

Rationale: Joseph H. Saunders Elementary School, L.F. Palmer Elementary School, and Heritage High School data demonstrate progress in student achievement. For 2016-2017 reconstitution requests, schools that are within 5 percentage points of the English benchmark and meet the benchmark in all other content areas are being recommended for *Partially Accredited: Reconstituted School* status. T. Ryland Sanford Elementary School data qualify for this consideration.

28. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* from the Norfolk City School

Board for the following schools: Chesterfield Academy Elementary School, Coleman Place Elementary School, and Sherwood Forest Elementary School. The approval of this rating is contingent on the superintendent of Norfolk City Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in these schools. This agreement must be signed by both parties by January 31, 2017, or the schools will revert to a designation of *Accreditation Denied*.

Rationale: Coleman Place Elementary School and Sherwood Forest Elementary School data demonstrate progress in student achievement. Norfolk City Public Schools presented additional data to support consideration of reconstituted status for Chesterfield Academy Elementary School. A review of the request and accompanying data provide evidence for approving *Partially Accredited: Reconstituted School* status for 2016-2017.

29. The Superintendent of Public Instruction recommends that the Board of Education deny the requests for a rating of *Partially Accredited: Reconstituted School* from the Norfolk City School Board for the following schools: Norview Elementary School, St. Helena Elementary School, Tanners Creek Elementary School, James Blair Middle School, and Lake Taylor High School. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by December 16, 2016.

Rationale: Norview Elementary School, St. Helena Elementary School, Tanners Creek Elementary School, James Blair Middle School, and Lake Taylor High School data do not demonstrate progress in student achievement.

30. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Occohannock Elementary School from the Northampton County School Board. The approval of this rating is contingent on the superintendent of Northampton County Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by January 31, 2017, or the school will revert to a designation of *Accreditation Denied*.

Rationale: Occohannock Elementary School data demonstrate progress in student achievement.

31. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* from the Nottoway County School Board for the following schools: Blackstone Primary School, Nottoway Intermediate School, and Nottoway Middle School. The approval of this rating is contingent on the superintendent of Nottoway County Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-

2017 school year to improve the achievement of the students in these schools. This agreement must be signed by both parties by January 31, 2017, or the schools will revert to a designation of *Accreditation Denied*.

Rationale: Blackstone Primary School, Nottoway Intermediate School, and Nottoway Middle School data demonstrate progress in student achievement.

32. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* from the Petersburg City School Board for the following schools: J.E.B. Stuart Elementary School and Robert E. Lee Elementary School. The approval of this rating is contingent on the superintendent of Petersburg City Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in these schools. This agreement must be signed by both parties by January 31, 2017, or the schools will revert to a designation of *Accreditation Denied*.

Rationale: J.E.B. Stuart Elementary School and Robert E. Lee Elementary School data demonstrate progress in student achievement.

33. The Superintendent of Public Instruction recommends that the Board of Education deny the requests for a rating of *Partially Accredited: Reconstituted School* from the Portsmouth City School Board for the following schools: Brighton Elementary School, Douglas Park Elementary School, Parkview Elementary School, Westhaven Elementary School, and William E. Waters Middle School. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by December 16, 2016.

Rationale: Brighton Elementary School, Douglas Park Elementary School, Parkview Elementary School, Westhaven Elementary School, and William E. Waters Middle School data do not demonstrate progress in student achievement.

34. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Prince Edward Elementary School from the Prince Edward County School Board. The approval of this rating is contingent on the superintendent of Prince Edward County Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by January 31, 2017, or the school will revert to a designation of *Accreditation Denied*.

Rationale: Prince Edward Elementary School data demonstrate progress in student achievement.

35. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Pulaski Middle School from the Pulaski County School Board. The approval of this rating is contingent on the superintendent of Pulaski County Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by January 31, 2017, or the school will revert to a designation of *Accreditation Denied*.

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

36. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* from the Richmond City School Board for the following schools: G.H. Reid Elementary School, Ginter Park Elementary School, J. L. Francis Elementary School, Miles Jones Elementary School, and Oak Grove/Bellemeade Elementary School. The approval of this rating is contingent on the superintendent of Richmond City Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in these schools. This agreement must be signed by both parties by January 31, 2017, or the schools will revert to a designation of *Accreditation Denied*.

Rationale: G.H. Reid Elementary School, Ginter Park Elementary School, J. L. Francis Elementary School, Miles Jones Elementary School, and Oak Grove/Bellemeade Elementary School data demonstrate progress in student achievement.

37. The Superintendent of Public Instruction recommends that the Board of Education deny the requests for a rating of *Partially Accredited: Reconstituted School* from the Richmond City School Board for the following schools: Blackwell Elementary School, Chimborazo Elementary School, George Mason Elementary School, Overby-Sheppard Elementary School, Westover Hills Elementary School, Woodville Elementary School, and Thomas Jefferson High School. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by December 16, 2016.

Rationale: Blackwell Elementary School, Chimborazo Elementary School, George Mason Elementary School, Overby-Sheppard Elementary School, Westover Hills Elementary School, Woodville Elementary School, and Thomas Jefferson High School data do not demonstrate progress in student achievement.

38. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Garden City Elementary School from the Roanoke City School Board. The approval of this rating is contingent on the

superintendent of Roanoke City Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by January 31, 2017, or the school will revert to a designation of *Accreditation Denied*.

Rationale: Garden City Elementary School data demonstrate progress in student achievement.

39. The Superintendent of Public Instruction recommends that the Board of Education deny the requests for a rating of *Partially Accredited: Reconstituted School* from the Roanoke City School Board for the following schools: Hurt Park Elementary School and Westside Elementary School. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by December 16, 2016.

Rationale: Hurt Park Elementary School and Westside Elementary School data do not demonstrate progress in student achievement.

40. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Natural Bridge Elementary School from the Rockbridge County School Board. The approval of this rating is contingent on the superintendent of Rockbridge County Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by January 31, 2017, or the school will revert to a designation of *Accreditation Denied*.

Rationale: Natural Bridge Elementary School data demonstrate progress in student achievement.

41. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Kings Fork Middle School from the Suffolk City School Board. The approval of this rating is contingent on the superintendent of Suffolk City Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by January 31, 2017, or the school will revert to a designation of *Accreditation Denied*.

Rationale: Kings Fork Middle School data demonstrate progress in student achievement.

42. The Superintendent of Public Instruction recommends that the Board of Education deny the requests for a rating of *Partially Accredited: Reconstituted School* from the Suffolk City School Board for the following schools: Booker T. Washington Elementary School, Elephant's Fork Elementary School, and Mack Benn Jr. Elementary School. School divisions that are denied

their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by December 16, 2016.

Rationale: Booker T. Washington Elementary School, Elephant's Fork Elementary School, and Mack Benn Jr. Elementary School data do not demonstrate progress in student achievement.

43. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for William Perry Elementary School from the Waynesboro City School Board. The approval of this rating is contingent on the superintendent of Waynesboro City Public Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by January 31, 2017, or the school will revert to a designation of *Accreditation Denied*.

Rationale: William Perry Elementary School data demonstrate progress in student achievement.

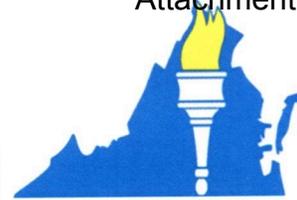
44. The Superintendent of Public Instruction recommends that the Board of Education deny the requests for a rating of *Partially Accredited: Reconstituted School* from the Waynesboro City School Board for the following schools: Wenonah Elementary School and Kate Collins Middle School. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by December 16, 2016.

Rationale: Wenonah Elementary School and Kate Collins Middle School data do not demonstrate progress in student achievement.

45. The Superintendent of Public Instruction recommends that the Board of Education deny the request for a rating of *Partially Accredited: Reconstituted School* for Cople Elementary School from the Westmoreland County School Board. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by December 16, 2016.

Rationale: Cople Elementary School data do not demonstrate progress in student achievement.

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Amelia County Public Schools

School: Amelia County Middle School

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

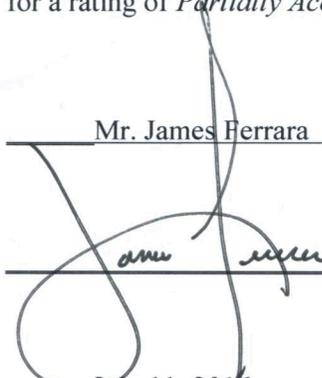
8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Amelia County School Board that Amelia County Middle School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. James Ferrara _____ Typed School Board Chair Name

 _____ School Board Chair Signature

July 11, 2016 _____ Date

School Information/Demographics

Division	Free/Reduced Lunch Eligible Percentage		
Amelia County Public Schools	62%		
School	Title I Model		
Amelia County Middle School	N/A		
Grade Level	Enrollment	English Language Learners	Special Education
5	123	1	17
6	119	2	16
7	115	2	13
8	149	3	22
Total	506	8	68

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	66	67	74	74
Mathematics	54	59	77	84
Science	63	75	79	73
History	79	72	88	84
Graduation and Completion Index (if applicable)				

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English-3 rd grade; EOC English				

Grade 5 Reading	48	60	62	76
Grade 6 Reading	67	67	77	80
Grade 7 Reading	77	63	66	80
Grade 8 Reading	78	73	76	70
Grade 5 Writing	52	65	NA	NA
Grade 8 Writing	75	79	74	63
EOC Mathematics	98	92	93	100
Grade 5 Mathematics	42	70	74	81
Grade 6 Mathematics	32	37	71	86
Grade 7 Mathematics	NA	24	42	68
Grade 8 Mathematics	57	67	82	84
Grade 5 Science	57	70	76	72
Grade 8 Science	69	79	80	74
Civics	80	72	87	84
Graduation and Completion Index (if applicable)	Not a Graduating School			

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
5	5	1	1	3	0	1
6	4	0	0	1	1	2
7	4	2	0	2	1	1
8	4	0	2	0	0	2
Special Education	7	0	1	0	3	3
Total	24	3	4	6	5	9

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teacher s	Percent of All Teacher s	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0	
Number and percent of Exemplary teachers returning in 2016-2017	0	0	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	14	82	
Number and percent of Proficient teachers returning in 2016-2017	14	82	
Number and percent of Proficient teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	3	17	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	1	6	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	2	12	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	

	Number of All Teachers	Percent of All Teachers	Area of Teaching
Teacher Licensure Information			
Number and percent of teachers fully licensed in 2016-2017	15	88	
Number and percent of provisionally licensed teachers in 2016-2017	2	12	
Number and percent of new teachers to the school in 2016-2017	9	53	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	1	6	
Principal Information/Instructional Background			
Degree area (s)	E.D.D. in Education Administration & Policy Studies		
Total years of educational experience	11		
Total years as an Assistant Principal	2		
Total years as a Principal	1		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained An Educational Position Outside the Division				2	
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					

Left During the School Year					
Retired from Profession					
Left Profession/Field	1				
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

***non-duplicate**

Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instruction--Curriculum Guides Established curriculum guides are in need of revision to ensure alignment with current state standards and appropriate pacing of instruction.</p>	<p>Instruction--Curriculum Guides Curriculum guides are being revised to ensure alignment instruction and assessment to state standards.</p> <p>Division leadership will provide professional development and continued support in this areas throughout the 2016-2017 school year.</p>	<p>Instruction--Curriculum Guides The anticipated impact will increase teacher capacity to both plan and deliver instruction that is more closely aligned to the Standards of Learning as evidenced by at least a two-point increase to achieve full state accreditation in the area of English.</p>
<p>Staff--Hiring/Reorganization In the 2015-2016 school year, Amelia County Middle School did not have a reading specialist on staff.</p> <p>Like many schools across the Commonwealth, writing scores suffered a significant drop in the 2015-2016 school year.</p> <p>Also, our special education</p>	<p>Staff--Hiring/Reorganization For 2016-2017, we have employed a building-level reading specialist to assist teachers and support students with reading interventions, strategies, and enrichment.</p> <p>For 2016-2017, we have reorganized the current English staff to develop a writing resource and communications class to address areas of weakness in writing.</p> <p>For 2016-2017, we have</p>	<p>Staff--Hiring/Reorganization The anticipated impact of these staff changes is to create increased support systems for teachers and students to improve reading and writing performance across all grade levels as evidenced by at least a two-point increase to achieve full state accreditation in the area of English.</p>

<p>students did not make significant gains in the area of English in 2015-2016.</p>	<p>appointed a new special education coordinator to assist special education teachers and students, focusing on the area of English.</p> <p>Division leadership supported both the reorganization and hiring efforts for the 2016-2017 instructional staff.</p>	
<p>Instruction--Lesson Planning In 2015-2016, teachers began crafting lesson plans using an established rubric and summary of objectives to ensure alignment of instruction and assessment. Administration reviewed lesson plans and provided feedback at least monthly.</p>	<p>Instruction--Lesson Planning In 2016-2017, teachers will continue to craft lesson plans using the established rubric and summary of objectives. Administration will review lesson plans and provide weekly, evidenced-based feedback electronically.</p> <p>Division leadership will conduct observations with building-level administration periodically throughout the 2016-2017 school year.</p>	<p>Instruction--Lesson Planning The anticipated impact will increase teacher capacity to both plan and subsequently deliver instruction that is more closely aligned to the Standards of Learning as evidenced by at least a two-point increase to achieve full state accreditation in the area of English.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Book Fair for Parents and Students November/December Students and parents will be invited to participate in our annual book fair.	Two-point increase in English to achieve state accreditation
Amelianaire Authors Showcase February Students will present and display a variety of writings (poetry, short stories, play, speech, etc.).	Two-point increase in English to achieve state accreditation
SOL Night March/April Teachers provide an overview of test taking strategies, practice items, and content skills.	Two-point increase in English to achieve state accreditation

Closing Rationale with Trajectory of Progress

Amelia County Middle School submits this Partially-Accredited Reconstitution Application based upon the progress we have made in the past several years in the area of English. Although we are uncertain whether or not we met state accreditation in English yet for the 2015-2016 school year, we feel confident that we are on the upward trend to do so in the next school year. In 2013-2014, the school earned 67% in English and then increased significantly to 74% in the 2014-2015 school year. Our preliminary calculations indicate the school may have fallen one point short of the established state accreditation benchmark of 75% for 2015-2016. The school did meet or exceed the established state accreditation benchmark of 70% in all other content areas for 2015-2016.

The administrative team will work closely with building-level, department, and central office leadership to monitor proposed strategies outlined within this application.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	74%	>75%	>75%	>75%
Math				
Science				
History				

**Virginia Department of Education
State/Federal Accountability Data
Amelia County Middle
Grades: 05 - 08
Amelia County**

Attachment A1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 88% Gr 6-8: 90%	Gr 3-5: 82% Gr 6-8: 92%	*82%	67%	74%	73%
Mathematics	80%	*71%	54%	59%	77%	85%
History and Social Sciences	*Gr 4-8: 78%	Gr 4-8: 79%	79%	72%	88%	84%
Science	Gr 5-8: 90%	Gr 5-8: 92%	*82%	75%	79%	73%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	91%	92%	*67%	66%	70%	73%
English: Writing	85%	80%	63%	72%	74%	63%
History and Social Sciences	*78%	79%	79%	72%	87%	84%
Mathematics	78%	*62%	54%	59%	72%	82%
Science	90%	92%	*63%	75%	78%	73%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Amherst County

School: Amelon Elementary

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Amherst County School Board that Amelon Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Alan Wood

Typed School Board Chair Name

School Board Chair Signature

6/23/16

Date

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

School Information/Demographics

Division: Amherst County			Free/Reduced Lunch Eligible Percentage: 52.89% (April 2016)	
School: Amelon Elementary			Title I – Targeted Assistance	
	Grade Level	Enrollment	English Language Learners	Special Education
	K	70	0	6
	1	60	0	6
	2	79	0	6
	3	70	0	7
	4	92	0	12
	5	80	0	17
	Total	451	0	54 (12%)

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	78*	72*	71	74
Mathematics	66*	67	79	81
Science	86*	80*	90	90
History	83*	81*	90	73
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

*3 Year Average

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Reading 3	69	60	60	77
Reading 4	65	60	69	64
Reading 5	71	65	79	84
Writing 5	70	N/A	N/A	N/A
Math 3	37	57	61	75
Math 4	54	71	88	70
Math 5	57	61	83	84
Science 3	77	N/A	N/A	N/A
Science 5	75	63	92	90
History 3	75	N/A	N/A	N/A
Virginia Studies	90	88	90	73
U.S. History I	80	N/A	N/A	N/A
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Staff Information (2016-2017)						
Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	4	0	0	1	1	2
1	4	0	0	1	2	1
2	3	0	2	0	0	1
3	4	0	0	1	2	1
4	4	0	1	0	1	2
5	4	0	1	0	1	2
Special Education	4.5	0	2	0	0	3
Total	28	0	6	3	7	12

***2016-2017: 2nd Grade: 20:1

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement Partially Accredited: Reconstituted School Application Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	3	10	
Number and percent of Exemplary teachers returning in 2016-2017	1	1	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	28	90	
Number and percent of Proficient teachers returning in 2016-2017	26	83	
Number and percent of Proficient teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	31	100	
Number and percent of provisionally licensed teachers in 2016-2017	0	0	
Number and percent of new teachers to the school in 2016-2017	0	0	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	B.A., M. Ed.		
Total years of educational experience	30		
Total years as an Assistant Principal	7		
Total years as a Principal	16		

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement Partially Accredited: Reconstituted School Application Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			1		
*Sought/Obtained An Educational Position Outside the Division					
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)			1		
Left During the School Year					
Retired from Profession					
Left Profession/Field					

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

At the end of 2014, 11 teachers left Amelon for positions closer to home, administrative positions, and 1 retirement.

At the end of 2015, 2 Special Education teachers retired.

At the end of 2016, 1 Special Education teacher resigned for family reasons.

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program: Current K-5 Reading Curriculum Maps and benchmark tests were last revised in 2013 before we began using an updated reading series (HMH Journeys) during the 2015-2016 school year. Assessments every week.</p>	<p>Revise K-5 Reading Curriculum Maps and benchmark tests to align with updated reading series (HMH Journeys) and English Standards of Learning. Assessments every 3 weeks.</p>	<p>There will be tighter alignment among the written, taught, and tested curriculum (VDOE School Alignment and Basic Components Evaluation Tool).</p>
<p>Instructional Program: None</p>	<p>Implement the Book Buddies Reading Program. Train students from local colleges (Randolph/Sweet Briar) to work with struggling readers. Reading specialists will train the college volunteers on how to use the lessons with their assigned students.</p>	<p>Book Buddies: A Tutoring Framework for Struggling Readers—will be read by participating persons.</p> <p>Used for increasing early literacy to assist our struggling readers with gaining confidence and the ability for foundational reading skills to be enhanced.</p>
<p>Staff: Teachers in grades 3-5 departmentalize and teach certain subjects</p>	<p>Possible reassign certain teachers to different grade levels and/or student groups</p>	<p>Students most at-risk for school failure (special education and Title I) will also be assigned to teachers based on data performance. (<i>re: teacher quality has more impact on student achievement than any other school-related factor--DuFour, DuFour, & Eaker, 2008</i>).</p>
<p>Staff: All three reading specialists work with identified students for the entire school day</p>	<p>Adjust the schedule for one of the reading specialists so that this person can serve as a part-time reading specialist and part-time reading coach. A part-time tutor will be hired to work with the students normally under the tutelage of the reading specialist while she is performing coaching duties.</p>	<p>The reading coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically-based research in reading instruction. The reading coach will be used to model effective strategies for teachers,</p>

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
		provide professional development, differentiated instruction, monitor progress, and analyze student data.
Staff: Support by the Special Education Instructional Specialist from February-April during the 2015-2016 school year for targeted special education small group intervention twice weekly.	Staff: Increase support by the Special Education Instructional Specialist for targeted special education small group as well as increased communication with special education staff to provide job embedded staff development regarding effective instructional practices in three elementary schools to once a month beginning in September, 2016, twice a month beginning in January, 2017, and transition to twice weekly beginning in April, 2017.	Increased support by the Special Education Instructional Specialist will provide teachers additional opportunities to be more explicit and comprehensive, more intensive, and more supportive in small groups as research indicates is needed for students at risk for reading failure. (Foorman, B. R., & Torgesen, J., 2001). According to the VDOE, small group instruction includes teacher-directed skill-focused lessons provided to differentiated and flexible groups (VDOE, 2008).
Instruction:	Instruction: Provide additional evidence based instructional resources for reading intervention for students with disabilities.	Instruction: Providing additional evidence based instructional resources for reading intervention for students with disabilities will provide teachers additional opportunities to be more explicit and comprehensive, more intensive, and more supportive in small groups as research indicates is needed for students at risk for reading failure. (Foorman, B. R., & Torgesen, J., 2001). According to the VDOE, small group instruction includes teacher-directed skill-focused lessons provided to differentiated and flexible groups (VDOE, 2008).

OUTCOMES: Increase the number of students reading ON/ABOVE GRADE LEVEL and prepared for the 3rd – 5th grade reading assessments. **GOAL:** 75% each year

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
**EXCell Grant Program (hopefully it will be renewed for another year, should have)	Each of these activities, to name a few, are geared toward increasing parent interaction with children once at home.
**Fall Family Reading "Make It-Take It" Night	We need to count on the school day extending into the homes of our children to encourage "life-long learning".
**SOL/Technology Night	Building confidence in our parents to work with their children will assist in the learning goals we have set as a school community.
**Winter Math "Make it-Take-it" Family Night (i.e., word problems involve reading comprehension)	
**Title I Parent Resource Mobile Center	
**Book Buddy Bookworm Night	

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	74	76	78	80
Math	81	83	85	87
Science	90	90	90	90
History	73	75	77	79

Rationale: Progress will be made due to proposed changes.

*We aim to maintain consistency with progress in **all** subject areas, with a major focus on **reading**.

Amelon Elementary
Grades: PK - 05
Amherst County

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 82%	Gr 3-5: 84%	*78%	65%	71%	73%
Mathematics	88%	*80%	51%	67%	79%	78%
History and Social Sciences	*Gr 3: 77% *Gr 4-8: 87%	Gr 3: 76% Gr 4-8: 88%	82%	77%	90%	71%
Science	Gr 3: 88% Gr 5-8: 89%	Gr 3: 87% Gr 5-8: 100%	*76%	73%	90%	90%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	81%	82%	*68%	62%	68%	71%
English: Writing	79%	86%	70%	69%	N/A	N/A
History and Social Sciences	*82%	84%	82%	77%	90%	70%
Mathematics	86%	*58%	50%	63%	76%	76%
Science	88%	93%	*76%	73%	92%	90%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Bedford County Public Schools

School: Moneta Elementary

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of the Bedford County School Board that Moneta Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Gary Hostutler _____ Typed School Board Chair Name

 _____

School Board Chair Signature

July 7, 2016 _____ Date

Division: Bedford County

School: Moneta Elementary

School Information/Demographics

Moneta Elementary absorbed new learners for the 2015-16 school year when a neighboring school closed. The neighboring school had a 75% free/reduced lunch population causing Moneta's free/reduced population to increase. Demographics and data for 2015-16 reflect new learner population.

Division		Free/Reduced Lunch Eligible Percentage			
Bedford County		60%			
School		Title I Model			
Moneta Elementary		Schoolwide			
Grade Level	Enrollment	English Language Learners	Special Education		
K	40	2	0		
1st	40	3	1		
2nd	31	0	3		
3rd	41	0	5		
4th	54	0	2		
5th	34	0	6		
Total	240	5 (2%)	17 (7%)		

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	60	64	70	60
Mathematics	35	57	69	63
Science	81	68*	85	67*
History	73	77	68	71

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
3 rd English	50	36	76	61
4 th English	59	55	55	61
5 th English	63	77	79	57
3 rd Math	19	20	58	62
4 th Math	44	61	68	64
5 th Math	45	62	82	64
VA Studies	82	79	68	71
5 th Science	78	74	85	67
3 rd Science	62	n/a	n/a	n/a
3 rd History	64	n/a	n/a	n/a
5 th Writing	74	n/a	n/a	n/a

Staff Information

The school has worked hard to get to the place where all teachers are on the proficient level. This has made for staff that has either been at the school for a number of years or new staff. All staff returning for the 2016-17 school year have a proficient rating.

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	2	0				2
1	2	0				2
2	2	0	1			1
3	2	0	1		1	
4	2	1	1	1		
5	3	2	2		1	
Special Education	1	0				1
Reading Specialist/Title I	1	0			1	
Total	15	3	5	1	3	6

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0	
Number and percent of Exemplary teachers returning in 2016-2017	0	0	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	12	86%	
Number and percent of Proficient teachers returning in 2016-2017	11	79%	
Number and percent of Proficient teachers leaving in 2016-2017	1	7%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	2	14%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	2	14%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	15	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0%	
Number and percent of new teachers to the school in 2016-2017	3	20%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0%	
Principal Information/Instructional Background			
Degree area (s)	History and Social Science; Administration and Supervision PreK-12		
Total years of educational experience	11		
Total years as an Assistant Principal	4		
Total years as a Principal	0 (start date: June 20, 2016)		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			1		
*Sought/Obtained An Educational Position Outside the Division					
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					
Left During the School Year					
Retired from Profession	1				
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above	1				

0*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>GOVERNANCE/STAFF Principal for 2015-16 will move to a new position.</p>	<p>GOVERNANCE/STAFF New principal for 2016-17 will begin June 20, 2016. In his last administrative role, the school saw significant student achievement gains through the school improvement process.</p>	<p>GOVERNANCE/STAFF An increase of reading and math SOLs scores by 10 points in each area, and an increase of 3 points in science and social studies SOL scores.</p>
<p>GOVERNANCE Principal was supervised and evaluated by the Director of Elementary and Secondary Programs.</p>	<p>GOVERNANCE Principal will be directly supervised and evaluated by the Director of Instruction with oversight from the Deputy Superintendent.</p>	<p>GOVERNANCE Alignment of best practices within the school that are correlated to School Improvement expectations which will lead to an increase of reading and math SOLs scores by 10 points in each area, and an increase of 3 points in science and social studies SOL scores.</p>
<p>GOVERNANCE Two members of the Division Instruction Team served on Leadership Team.</p>	<p>GOVERNANCE Three members of the Division Instruction Team will serve on Leadership Team. Those members are: Supervisor of Mathematics, Supervisor of Reading and English, and Supervisor of Personalized Learning.</p>	<p>GOVERNANCE Alignment of best practices within the school that are correlated to School Improvement expectations which will lead to an increase of reading and math SOLs scores by 10 points in each area, and an increase of 3 points in science and social studies SOL scores.</p>
<p>GOVERNANCE Principal had 4 years of experience and was not provided a mentor.</p>	<p>GOVERNANCE Veteran elementary principal with School Improvement background will serve as a mentor for new principal for 2016-17 school year. Specific focus will be: data collection, data analysis, and how to use data to inform instructional decisions.</p>	<p>GOVERNANCE Data analysis support to principal will enhance his supervision of the implementation of literacy and math strategies in all grade levels leading to an increase of reading and math SOLs scores by 10 points in each area, and an increase of 3 points in science and social studies SOL scores.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>STAFF 12 classroom teachers</p>	<p>STAFF 13 classroom teachers (3 new hires for 2016-17): 1 additional teacher funded with Title I support</p>	<p>STAFF Smaller classroom sizes will lead to measurable learner outcomes in reading and math.</p>
<p>STAFF Instructional Coach position vacant for a portion of the 2015-16 school year.</p>	<p>STAFF New Instructional Coach hired and working in school for the 2016-17 school year.</p>	<p>STAFF Training, coaching, modeling, and data analysis support will increase the fidelity of implementation of literacy and math strategies in all grade levels leading to the increase of reading and math SOLs scores by 10 points in each area.</p>
<p>INSTRUCTIONAL PROGRAM Reading Specialist serves identified PALs learners K-3</p>	<p>INSTRUCTIONAL PROGRAM Reading Specialist will be supported by a paraprofessional to serve identified PALs learners K-5</p>	<p>INSTRUCTIONAL PROGRAM All identified PALs learners K-5 will show improvement on spring PALs assessment compared to fall PALs assessment.</p>
<p>INSTRUCTIONAL PROGRAM No Power Goal period in master schedule</p>	<p>INSTRUCTIONAL PROGRAM Power Goal period added to the master schedule for all learners. Learners will receive targeted remediation and assistance in reading and math (intervention and enrichment).</p>	<p>INSTRUCTIONAL PROGRAM 10 point gains in reading and math as identified on the reading and math SOLs.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Literacy: Common Home Reading Program and Family Reading Nights</p> <ul style="list-style-type: none"> • August- Common Home Reading program established for K-5 learners for 20-30 minutes of reading each night. Families sign off on common homework literacy sheet each night. • August- Family Back to School Night held to explain Home Reading Program, the Read Aloud, and strategies for reading homework. • September- Family Reading Night with additional reading strategies and learners receiving books for home library. • August-May- Home Reading Program monitored. 	<ul style="list-style-type: none"> • Families show an increased understanding and involvement in learner’s reading progress and as a result there is an increased involvement in Home Reading Program in K-5. • All identified PALs learners K-5 will show improvement on spring PALs assessment compared to fall PALs assessment. • 10 point gains in reading and as identified on the reading SOLs.
<p>Math: Common Math Home Practice and Math Nights</p> <ul style="list-style-type: none"> • August- Common Home Math Practice established for K-5 learners for 10-15 minutes each night. Families have choice in activities to improve number and number sense (automaticity of facts). • August- Family Back to School Night held to explain Home Math Practice and strategies for fact fluency. • Manipulatives for Home Math Practice will start with all families receiving flash cards appropriate to grade level. • August-May- Home Math Practiced monitored. Additional resources and training given to families as needed. • Family Math Night at local Food Lion in the Spring- Families see relevance of math by using activities to shop. 	<ul style="list-style-type: none"> • Families show an increased understanding and involvement in learner’s math practice and as a result there is an increased involvement in Home Math Practice in K-5. • All K-5 Math Home Practice progress will be monitored through regular in class formative assessments. • 10 point gains in math and as identified on the math SOLs.

Closing Rationale with Trajectory of Progress

Although SOL gains were only achieved in the area of History this year (3% increase), Moneta Elementary School has exhibited significant achievement gains during the previous two years:

- English: 2013-2014 to 2015-2016 → 10% gain (60 to 70)
- Mathematics: 2013-2014 to 2015-2016 → 34% gain (35 to 69)

- Science: 2014-2015 to 2015-2016 → 17% gain (68 to 85)

Under the leadership of the new principal who began June 20, 2016, we are confident that the trajectory of progress listed below can be achieved at Moneta Elementary School.

As we began the 2014-2015 school year, Bedford County Public Schools had 14 schools not fully accredited. At the end of that year, the number had been reduced to 7. We expect to start the 2016-2017 school year with only 2 schools out of 19 not fully accredited.

We respectfully request that Moneta Elementary School receive Partially Accredited: Reconstituted School status for the 2016-2017 school year so that we may implement the eight new practices outlined in this application with our goal of having all of our schools fully accredited.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	70	60	70	78
Math	69	63	73	75
Science	85	67*	70	75
History	68*	71	74	76

Moneta Elementary
Grades: PK - 05
Bedford County

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 83%	Gr 3-5: 91%	*79%	64%	70%	59%
Mathematics	87%	*75%	35%	57%	69%	63%
History and Social Sciences	*Gr 3: 80% *Gr 4-8: 80%	Gr 3: 85% Gr 4-8: 79%	73%	77%	74%	71%
Science	Gr 3: 93% Gr 5-8: 90%	Gr 3: 82% Gr 5-8: 90%	*81%	79%	85%	72%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Made AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Title I Focus School	Title I - School Wide Program
2014-2015	2013-2014	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	Met All Federal AMOs	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	81%	88%	*57%	57%	71%	58%
English: Writing	87%	95%	72%	74%	N/A	N/A
History and Social Sciences	*80%	81%	73%	77%	70%	73%
Mathematics	87%	*51%	35%	51%	69%	60%
Science	91%	86%	*81%	68%	85%	67%

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

Office of School Improvement
Partially Accredited: Reconstituted School Application

Division: Caroline County Public Schools

School: Caroline Middle School

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

It is the request of Caroline County School Board that Caroline Middle School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. George Spaulding Typed School Board Chair Name

 School Board Chair Signature

7/18/16 Date

Division : Caroline CountySchool: Caroline County Middle SchoolSchool Information/Demographics

<u>Division</u>		<u>Free/Reduced Lunch Eligible Percentage</u>	
Caroline County		52.6%	
<u>School</u>		<u>Title I Model</u>	
Caroline Middle School			
<u>Grade Level</u>	<u>Enrollment</u>	<u>English Language Learners</u>	<u>Special Education</u>
<u>6</u>	332	11	46
<u>7</u>	310	7	45
<u>8</u>	293	8	38
<u>Total</u>	935	26	129

School Information/Demographics: Significant Changes

There have been two significant changes in the configuration of the Caroline Middle School program. The first being a transition from serving a high number of students with disabilities in self-contained classes to creating more collaborative classes which use the co-teaching model. Additionally, over a three-year period, fewer students have been identified for the Virginia Alternative Assessment Program (VAAP) resulting in a higher number of students with disabilities participating in SOL testing.

The second change is the implementation of the *All Children Excelling* (ACE) program in the 2013-2014 school year. The ACE program serves gifted and high achieving students by providing a line of studies that prepare students to competitively apply for the regional Governor's School. On average, 9% of the CMS student population participates in this program.

Division : Caroline County
Accountability Pass Rates

School: Caroline County Middle School

Overall School Achievement Data				
	<u>2013-2014</u> <u>Pass Rate</u> <u>Based on</u> <u>2012-2013</u> <u>Assessments</u>	<u>2014-2015</u> <u>Pass Rate</u> <u>Based on</u> <u>2013-2014</u> <u>Assessments</u>	<u>2015-2016</u> <u>Pass Rate</u> <u>Based on</u> <u>2014-2015</u> <u>Assessments</u>	<u>Preliminary</u> <u>2016-2017</u> <u>Pass Rate</u> <u>Based on</u> <u>2015-2016</u> <u>Assessments</u>
<u>English</u>	64	66	68	69
<u>Mathematics</u>	61	61	60	66
<u>Science</u>	68	72	71	80
<u>History</u>	81	84	82	85
<u>Graduation and</u> <u>Completion Index</u> (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
<u>Subject/Grade</u>	<u>2013-2014</u> <u>Pass Rate</u> <u>Based on</u> <u>2012-2013</u> <u>Assessments</u>	<u>2014-2015</u> <u>Pass Rate</u> <u>Based on</u> <u>2013-2014</u> <u>Assessments</u>	<u>2015-2016</u> <u>Pass Rate</u> <u>Based on</u> <u>2014-2015</u> <u>Assessments</u>	<u>Preliminary</u> <u>2016-2017</u> <u>Pass Rate</u> <u>Based on</u> <u>2015-2016</u> <u>Assessments</u>
<u>Grade 6 English</u>	66	66	70	68
<u>Grade 6 Math</u>	70	66	69	72
<u>Grade 7 Reading</u>	63	69	72	73
<u>Grade 7 Math</u>	43	44	44	53
<u>Grade 8 Reading</u>	63	62	67	70
<u>Grade 8 Writing</u>	56	62	59	64
<u>Grade 8 Math</u>	31	51	54	64
<u>Grade 8 Science</u>	68	72	71	80
<u>Civics and Econ</u>	74	80	80	85
<u>Graduation and</u> <u>Completion Index</u> (if applicable)	N/A	N/A	N/A	N/A

Division : Caroline County

School: Caroline County Middle School

Division : Caroline County

School: Caroline County Middle School

Staff Information

<u>Grade Level/Content</u>	<u>Number of Teachers</u>	<u>New to School for 2016-2017</u>	<u>Years of Experience (0-3)</u>	<u>Years of Experience (4-7)</u>	<u>Years of Experience (8-15)</u>	<u>Years of Experience (>16)</u>
6	11	3	3	1	1	6
7	10	4	5	3	1	1
8	11	7	9	0	1	1
Encore	8	1	3	1	0	4
Health	5	1	2	1	2	0
ACE	4	0	0	2	2	0
Special Education	13	3	4	4	2	3
Total	62	19	26	12	9	15

Caroline County is a rural school division located between the counties of Spotsylvania and Hanover. As a result of competing annually for qualified instructional teachers with two larger and more densely populated counties, CCPS has experienced a significant turnover of teachers. (See below data related to teacher turnover in English and mathematics at CMS.)

Three- year Teacher Turnover Trend Data for English and Mathematics**English**

School Year	# of Eng. teachers	# that Left	%
2013-2014	9	3	33%
2014-2015	9	3	33%
2015-2016	9	4	44%
3 year Total	27	10	37%

Math

School Year	# of Math teachers	# that Left	%
2013-2014	9	5	63%
2014-2015	8	1	13%

Division : Caroline County School: Caroline County Middle School

2015-2016	10	5	50%
3 year Total	27	11	41%

How are we addressing the issue of teacher retention?

An increased effort has been made both locally and beyond state boundaries to attract highly qualified teacher candidates to Caroline County. This year the superintendent approved early commitment incentive bonuses for new hires, as well as an incentive stipend for hard to staff positions at Caroline Middle School. Additionally, for fiscal year 2017, the school board approved the adjustment of teacher salaries to allow for a more competitive advantage with surrounding school divisions. Caroline County Public School division has also implemented several initiatives to improve climate and morale among school division personnel to include: Principal Advisory Committees in each school; a revised Teacher of the Year Process which reflects a commitment to professional growth and pedagogical skills; and a professional development program that includes opportunities for job-embedded training and collaboration.

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

<u>Teacher Performance and Mobility Information</u>	<u>Number of All Teachers</u>	<u>Percent of All Teachers</u>	<u>Reason for Leaving See Next Page</u>
<u>Number and percent of all teachers scoring Exemplary in 2015-2016</u>	19	32%	
<u>Number and percent of Exemplary teachers returning in 2016-2017</u>	17	89.4%	
<u>Number and percent of Exemplary teachers leaving in 2016-2017</u>	2	.11%	
<u>Number and percent of teachers scoring Proficient in 2015-2016</u>	38	64%	
<u>Number and percent of Proficient teachers returning in 2016-2017</u>	33	89%	
<u>Number and percent of Proficient teachers leaving in 2016-2017</u>	5	14%	
<u>Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016</u>	2	.03%	
<u>Number and percent of Developing/Needs Improvement teachers returning in 2016-2017</u>	0	0%	
<u>Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017</u>	0	0%	

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Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	44	72%	
Number and percent of provisionally licensed teachers in 2016-2017	5	8%	
Number and percent of new teachers to the school in 2016-2017	12	19.6%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	Bachelor's, PreK-6 in Elementary Education; Masters, Administration Leadership & Supervision		
Total years of educational experience	22		
Total years as an Assistant Principal	5		
Total years as a Principal	5		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

<u>Reason for Leaving</u>	<u>Proficiency Levels</u>				
	<u>Not Evaluated in 2015-16</u>	<u>Exemplary</u>	<u>Proficient</u>	<u>Developing/Needs Improvement</u>	<u>Unacceptable</u>

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<u>*Sought/Obtained Another Position Within the Division</u>					
<u>*Sought/Obtained An Educational Position Outside the Division</u>		4	6		
<u>*Sought/Obtained A Non-Educational Position Outside the Division</u>			1		
<u>Advanced in Profession</u>					
<u>Left Solely for Higher Pay</u>			1		
<u>Personal Reasons (family, health, education)</u>					
<u>Left During the School Year</u>			3		
<u>Retired from Profession</u>			1		
<u>Left Profession/Field</u>					
<u>Resigned In Lieu of Dismissal/Termination</u>				3	
<u>Dismissed/Non-Renewed</u>					
<u>Other Reasons Not Identified Above</u>					

***non-duplicate**

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Reconstitution Information

While challenged with high teacher attrition rates, unfilled positions that required assigning long-term substitutes, changes to state assessments and special education testing regulations, Caroline Middle School has consistently improved student results on SOL assessments over the past three years. (Accountability Pass Rate, page 4)

Caroline Middle School's limited success can be attributed in part to the following school-wide initiatives:

To increase student motivation and build a positive school culture, a school-wide *Positive Behavior & Intensive Supports (PBIS)* model was put in place starting the 2014-2015 school year. Butler Knight, T-TAC Regional 3 PBIS Coordinator, introduced the model to the CMS faculty. A committee was created, and members attended trainings throughout the year. Building administrators and school counselors continued their learning on the model by attending professional development hosted by VDOE: VTSS in the Summer of 2015. Positive initiatives were in place and others that resulted from the trainings include: Student of the Month recognition, Positive referrals/calls home, and quarterly "Fun" days. In addition to the initiatives, data is used to appropriately identify students' needs outlined from the multi-tiered model and the available interventions for each tier have been put in place. This allows administrators and counselors to work collaboratively, so students receive leveled support with evidence-based interventions at the early stages of concern. Discipline data is also shared monthly with teachers resulting in adjustments to classroom learning environments and allocation of additional PBIS supports. Ongoing student progress monitoring has driven the team's decision-making regarding adjustments to the frequency and intensity of tiered interventions in response to data findings and growth. With the implementation of the PBIS model, CMS has seen a decline in the number of disruptions, disrespect and defiance referrals, as well as a lowered amount of out of school suspensions, resulting in students staying in the classroom, where they optimize their learning.

To address CMS's special education population, we increased our collaborative mathematics courses, decreasing our self-contained sections, with *purposeful* pairing of general education and special education teachers. It was imperative that these new partnerships equally shared the classroom responsibilities, as they would be the distinctive collaborative team for that particular grade level. The data show that our SWD subgroups in Math 6 and Math 8 made significant gains. We look forward to implementing this model with our English collaborative classes this upcoming school year.

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Individual Content	2014-15	2015-16 (Goal for this year)
SWD Math 6	26%	40% (+14%)
SWD Math 7	13%	14% (+1%)
SWD Math 8	16%	44% (+28%)

Acknowledging the need for additional instructional time for our lower performing students, an Extended Learning Time (ELT) block of 90 minutes was implemented once a week beginning the second marking period. Students were identified based upon performance on common benchmark scores and strategically placed in a specific Math or English ELT class to receive small group remediation targeting skill deficits. A need to address more students and teacher input on frequency of remediation drove the decision to change the structure of our ELT block to 50 minutes, twice a week during the third marking period. To support our Writing goals, a four session student writing academy was created. The four sessions spanned over a three week period prior to the SOL test. Three sessions were held after school and a final session the Saturday before test day. We understand that remediation needs to be student targeted and driven by performance data.

Strengthening our Tier 1 instruction has become a focus over the last three years. Providing high-quality instruction to all our students is our ultimate goal. During the 2014-2015 school year, *Ruth Harbin Miles, Math Consultant*, was invited and came to work directly with classroom teachers to improve student learning of mathematics. She engaged in direct contact with classroom teachers, provided professional development, attended professional learning community meetings and helped develop a research-based math lesson plan template, which we continue to use. Our division funded, part-time Math Coach, supports the continued implementation and monitoring of the aforementioned best practices.

Under the direction of the new superintendent, Dr. George Parker, III, a division-wide professional development for all teachers on creating and implementing effective instructional lessons through the use of a lesson line was implemented August, 2015. Teachers were trained to develop lessons using the sequence outlined in the Madeline Hunter Model. To assist

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teachers and provide adequate feedback, CMS adapted the math lesson plan template to reflect the expectations for lesson design. To ensure fidelity of plans, teachers electronically submit weekly plans to content administrators for review and feedback.

In addition to completing a book study with central office staff of the book, *Skillful Leader: Confronting the Mediocre Teacher* by A. D. Platt, C. E. Tripp, W. R. Ogden and R.G. Fraser, school administrators have received three training sessions on Instructional Coaching. The sessions covered topics such as taking measurable data during observations, asking thought provoking post-observation questions and providing meaningful, growth-producing feedback to teachers. Beginning last school year, CCPS has been committed to building the capacity of school administrators to serve as instructional coaches for teachers and to address issues with performance that lead to mediocre teaching and deficits in student learning. Professional development on instructional coaching will continue during the 2016-2017 school year for all school administrators.

Beginning the 2013-2014 school year, *Professional Learning Communities* (PLCs) were implemented weekly (Tuesdays). Referencing DuFour's book *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*, building leaders modeled effective use of the four essential questions for student learning to guide the PLC meetings. Teams worked diligently to unpack curriculum standards and align the written, taught and assessed curriculum. The focus on PLC development has yielded measurable results; however, staff turnover has made establishing strong professional learning communities a challenge. Continued and sustained training and monitoring will be a focus moving forward.

A school Governance Team consisting of the Assistant Superintendent of Instruction, Director of Secondary Instruction, Director of Special Education, Coordinator of Testing, Instructional Specialists, Mathematics Coach, and building level leadership began meeting monthly at the start of the 2015-2016 school year. The Governance Team provided support and additional oversight in the areas of staffing, data-driven decisions, approval of program and new initiatives. Under the guidance of the Governance Team, applicants at Caroline Middle School were screened by senior staff for approval once the principal made a recommendation. Agendas for monthly meetings were collaboratively developed by the principal and Director of Secondary Instruction to ensure that meetings were productive and the necessary preparation for each meeting took place. The Governance Team was effective in addressing several issues involving staffing and teacher performance during the 2015-2016 school year. Consequently,

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this process will continue moving forward under the leadership of a newly hired Director of School Leadership and Improvement.

Mark **all** applicable areas of reconstitution:

X Governance X Instructional Program X Staff Student Population

<u>Existing Practice</u>	<u>Proposed New Practice</u>	<u>Anticipated Impact with Measurable Outcome(s)</u>
<p>GOVERNANCE A Governance Team was formed, consisting of school administrators and central office personnel: Assistant Superintendent of Instruction, Coordinator of Testing, Director of Federal Programs, Director of Special Education, Instructional Specialists and Math Coach. The team met monthly and mainly consisted of data presentations from the school leadership members. From the data presentations, discussion amongst team members centered around addressing weaknesses and needed supports.</p>	<p>Beginning July 2016, a Director of School Leadership and Improvement was added to the central office team. The new director will have oversight of the CMS Governance Team and directly supervise the building principal. The Governance Team will continue to provide additional leadership and support the principal in the selection of highly qualified staff, implementation of programs to improve student performance, design of professional development aligning with the school improvement plan, and ensure all initiatives are being implemented with fidelity. Additionally, the Director of School Leadership and Improvement will evaluate the quality of the school improvement plan and monitor implementation in the specific content areas of concern. Instructional decisions will be guided by data and evaluated monthly by the Director of School Leadership and Improvement.</p>	<p>To reach full accreditation in all content areas by the 2016-17 school year.</p> <ul style="list-style-type: none"> • English 7% increase • Math 5% increase <p>Since the Director of School Leadership and Improvement's performance will be directly linked to the performance of schools, the anticipated outcome will be a more focused effort to build the capacity of school leaders and increased fidelity and commitment to school improvement and performance.</p>
<p>GOVERNANCE During the 2015-2016 school year, school administrators were provided professional development on instructional coaching. School teams consisting of the building</p>	<p>With assistance and training from the Director of School Leadership and Improvement, the school will utilize an Instructional Leadership Team model (ILT) which will accommodate increased classroom observations and feedback to teachers. The ILT will</p>	<p>To reach full accreditation in all content areas by the 2016-17 school year.</p> <ul style="list-style-type: none"> • English 7% increase • Math 5% increase <p>Creating site-based Instructional Leadership</p>

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<p>principal and assistant principals visited teacher classrooms together and calibrated their observation data. Feedback provided to teachers was reviewed individually by the school principal to ensure that it was actionable and aligned with improving student learning. Additionally, in terms of planning for instruction, individual administrators reviewed teacher lesson plans and provided written feedback.</p>	<p>consist of the principal, assistant principals, teacher leaders from each of the content areas and support staff. The team will meet bi-weekly to review data related to classroom observations, lesson and unit plan reviews and assessment results. Instructional coaching and feedback to teachers will remain the focus of every meeting. ILT members will be trained to provide teachers with effective feedback related to planning for instruction, teaching and the review of student data. <i>(AARPE Principal Performance Standard One- Instructional Leadership & Standard Two- School Climate)</i></p>	<p>Teams will ensure that school administrators do not work in isolation. Evidence collected from observation and lesson plan review information indicated that the quality and frequency of feedback to teachers varied from administrator to administrator and school to school.</p> <p>ILTs will support both Principal and Teacher Performance in areas identified through AARPE training. Specific Performance Standards include: Professional Knowledge, Instructional Delivery and the Assessment of and for Learning.</p>
<p>STAFF Due to attrition during the past three years, Caroline Middle School has seen a 37% percentage turnover in English and a 41% turnover in Math. Many of the vacated positions have been filled by first year teachers. There has been teacher turnover on a consistent basis in the content areas of math and reading due to: non-renewal, relocation, and higher pay. New teachers are provided a mentor and receive monthly training and are placed on a 5 year probationary cycle. <i>(Reference chart on page 4, 3-year Teacher Turnover Rate)</i></p>	<p>As a result of the high number of teachers who are in their first three years of teaching, the creation of a retired teacher mentorship program will provide new teachers with consistent mentorship and feedback. Mentors will be trained to provide coaching on planning for instruction, classroom management, instructional delivery and the assessment of and for student learning. Researched based articles on the effect of teacher turnover consisted of: Guin, K. (2004, August 16). Chronic teacher turnover in urban elementary schools. Education Policy Analysis Archives and High teacher turnover negatively impacts student performance: Talent Ed K-12 Strategic Talent Management (2015, March 18)</p>	<p>To reach full accreditation in all content areas by the 2016-17 school year.</p> <ul style="list-style-type: none"> ● English 7% increase ● Math 5% increase <p>Pairing first year teachers with a trained recently retired veteran teacher will enable CMS to deliver a greater level of support to teachers than the current mentorship model. Retired mentors will not be burdened with other instructional responsibilities. Therefore, their time on campus will be spent working directly with new teachers both in the classroom and assisting in the planning of instruction.</p>

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			The Retired Mentor Program will support teacher performance in areas identified through AARPE training. Specific Performance Standards include: Professional Knowledge and Instructional Delivery.
	<p>INSTRUCTIONAL PROGRAM</p> <p>During the 2015-2016 school year, professional development was provided to teachers on effective teaching practices. Emphasis was placed on four areas of the CCPS Instructional Framework for Teaching: Planning, Assessment, Instruction and Structure. Additionally, all CCPS teachers were provided professional development on an instructional lesson line which was based on the principals of the Madeline Hunter lesson design. Additional training included: Word Study for English Teachers, Interactive Achievement, Longitudinal Data Training,</p> <p>While initial training was consistent and well-managed, efforts to reinforce, monitor and provide coaching and feedback to teachers were not consistent or sustained.</p>	<p>The professional development budget was increased for FY 17 for the purpose of improving the professional development program for teachers and administrators.</p> <p>The Director of Curriculum and Instruction will develop a process to align and sustain professional development that supports school needs.</p> <p>Aligning professional development will involve:</p> <ul style="list-style-type: none"> - Analysis of trend data; - Administration of an annual needs assessment to identify professional development needs and differentiate training for teachers - Data collected from administrative walk-throughs and formal observations <p>Professional Development will be sustained as follows:</p> <ul style="list-style-type: none"> - Division-wide professional development days that supports district and school goals - The use of job-embedded professional development sessions - Use of rubrics to determine level of implementation and mastery. Additionally rubrics 	<p>Aligned and focused professional development will build capacity among teachers to achieve accreditation in Reading (7%) and Math (5%).</p> <p>Improving the quality of professional development is critical to improving student achievement in CCPS. Developing a division-wide professional development calendar with an emphasis on ongoing professional development, coaching and feedback will ensure that CCPS is effective in building the capacity of teachers in targeted areas.</p>

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	<p>will improve the quality of feedback to teachers.</p> <ul style="list-style-type: none"> - Teacher surveys to measure impact of professional development rendered; - On-going collaboration in PLCs and feedback from teacher-to teacher, and/or administrators to enhance growth 	
<p>INSTRUCTIONAL PROGRAM Through classroom observations administrators can determine the frequency of teacher checks for understanding. Additionally, lesson plan reviews are a source of data when assessing the use of formative assessment by teachers to measure student learning.</p> <p>Currently, formative assessment practices are inconsistently used in the Math and English classrooms. Observations show majority of teachers instructing, yet failing to check for understanding throughout the daily class lesson. To date, teachers have not received any professional development on evidence-based practices promoting formative assessments within the classroom, causing a lack of frequency in assessing student mastery and reteaching to weak performing students.</p>	<p>Increase the frequency of incorporating formative assessment practices in the classroom is a priority for Caroline Middle School during the 2016-2017 school year.</p> <p>A team consisting of four math teachers, the Content Administrator and the building Principal, has been accepted to participate in the VDOE Formative Assessment Online Professional Development. The pilot consists of six modules and will last over two school years.</p> <p>Additionally, in collaboration with school instructional leaders, central office staff will create and provide division-wide a professional development on the use of formative assessment. The sessions will be supported by two researched-based books on formative assessments which were provided by the VDOE to all schools in improvement. The books are: <i>Formative Assessment: Making It Happen in the Classroom</i> by M. Heritage; and <i>Embedding Formative Assessment: Practical Techniques for K-12 Classrooms</i> by D. William and S. Leahy.</p>	<p>To increase student achievement to meet accreditation in Math by 5% points and English by 7% points.</p> <p>A body of research supports the positive impact of using formative checks for understanding and providing accurate feedback on student achievement. Consequently, the Virginia Department of Education provided two books on using formative assessments to the leadership of all schools in improvement for the 2016-2017 school year.</p>

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<p>INSTRUCTIONAL PROGRAMS</p> <p>The expectation for teachers who collaborate in professional learning communities are to collaboratively develop common assessments which measure mastery of content. However, teachers are creating common formative assessment instruments which do not consistently meet the level of rigor or content knowledge required. Common formative assessments have not been given with fidelity. Additionally, there is minimal analysis of data from common assessments or the development of follow-up action plans by PLCs.</p>	<p>Bi-weekly common formative assessments in Reading and Math will be created using the Table of Specifications provided by VDOE to ensure alignment with standards that have been taught. Common formative assessments will be given with fidelity bi-weekly in Reading and Math and the data from the assessments will be analyzed by PLCs and used to develop action plans which outline specific standards that will be retaught as well as interventions provided to struggling students. Administrators will monitor these activities through the use of minutes which will be recorded and submitted electronically on the PLC template for review and feedback. All PLC common assessments and products will be housed electronically and accessible to administration and ILT members</p>	<p>Student achievement will increase 7% in Reading and 5% in Math</p> <p>The use of frequent common formative assessments will support teacher performance in areas identified through AARPE training. Specific Performance Standards include: Professional Knowledge and The Assessment of and for Learning.</p>
<p>INSTRUCTIONAL PROGRAMS</p> <p>Collaborative teams have been divided by one special education teacher and up to three different general education teachers per grade level in English and Math.</p> <p>The Central Office SPED department and the CMS administrators collaborated and observed teachers monthly to provide feedback on classroom observations. Meaningful feedback was given to teachers that were observed. While training was provided, not all</p>	<p>Rather than having sharing one special education teacher amongst three regular education teachers, every effort will be made to reduce the number of collaboration teams in mathematics and English. Doing so will enable CMS to develop well-trained teams at every grade level. Collaborative teams will be chosen purposefully based on teaching experience, experience in a collaborative setting, and success on SOL assessments.</p> <p>The Director of Special Education will provide professional development with T/TAC support to all collaboration teams. Training will be job-embedded and will be supported through coaching</p>	<p>To reach full accreditation in all content areas by the 2016-17 school year.</p> <ul style="list-style-type: none"> ● English 7% increase ● Math 5% increase <p>Three year average for special education students SOL pass rate in English is 22%, Math is also at 22% SOL pass rate. Pull-out special education classes have a 0% pass rate in both English and Math for special education students. Purposeful pairing of teachers and ongoing professional development.</p>

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<p>teams have been trained as collaborative teams. A review of procedures determined that training for teachers was sporadic, optional and not job embedded.</p>	<p>and feedback from school administrators and central office staff. Training will be mandatory. Additionally, training will be provided to special education teachers in areas such as lesson planning and knowledge of curriculum. The special education teachers will join the professional learning communities for daily/weekly planning meetings and monthly content department meetings.</p> <p>CMS administration, and T/TAC will collaborate through weekly observation reports and provide meaningful feedback to Math and English collaborative teachers. The data from observations and assessments will be tracked for progress monitoring and successful documentation of continuous improvement. Follow up observations will be documented to ensure suggestions to improve the learning environment with academics and behavior are being implemented with fidelity.</p>	<p>monitoring and feedback will ensure that students with disabilities are better served in collaborative classrooms.</p>
<p>INSTRUCTIONAL PROGRAMS Virginia Alternate Assessment Program (VAAP) collections of evidence (COE) were collected and reviewed quarterly by the school based testing coordinator. Each teacher was to submit their COE for applicable students each quarter to be reviewed for content of lessons, student performance, and compliance with the VAAP implementation manual. While there were review dates for VAAP COE, the collections</p>	<p>The Director of Special Education will orchestrate the planning for VAAP binder reviews in collaboration with reading and math specialists. Procedures used by other school divisions in Region 3 with high VAAP pass rates will be reviewed and adopted by CCPS.</p> <p>The middle school SPED administrator will create a VAAP schedule with review dates for the binders. This collaboration will include guidance and training on appropriate assignments, activities and work samples which can be incorporated into classroom</p>	<p>The goal for student achievement for VAAP scores in English and Math is 100% pass rate.</p> <p>For the 2015-2016 school year, students who participated in the Virginia Alternate Assessment Program (VAAP) in math performed at an 86% pass rate and English performed at a 57% pass rate according to data from Pearson dated 7-6-16</p>

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<p>were not completed with fidelity. Additionally, the review focused primarily on compliance with less attention on content of student performance.</p>	<p>instruction with the intent on submitting VAAP collections of evidence. Additionally, a thorough pre-screening process of VAAP COE by the Director of Special Education will take place during the same period as benchmark assessments (Quarterly). Constructive feedback will be provided to special education teachers for improvement.</p>	
<p>INSTRUCTIONAL PROGRAMS Professional Learning Communities (PLC) were held weekly on Tuesdays with general education and special education teachers, instructional specialist and administrators. Instructional specialist observed classrooms on Thursdays. Common planning time was provided for PLCs to meet. The PLC teams created agendas and posted minutes, however the focus of PLCs was not consistent.</p>	<p>Provide professional development on Richard DuFour's Professional Learning Community (PLC) Model. A Professional Learning Community Continuum (rubric), will be used to monitor and provide feedback on the stages of PLC development for teachers. The structure of the school will be aligned to ensure the teams are provided the time and support essential to adult learning, building capacity and maintaining a sustainable PLC culture. The PLC teams will set SMART goals based on data that align with the School Improvement Plan. PLC teams will focus on the four questions from DuFour's model, develop action plans, and follow-up on agenda items to support teaching and learning. (R. DuFour, May 2004, Pg. 8: Educational Leadership: Learning By Doing, 2006 Solution Tree Press) <i>(AARPE Principal Performance Standard One-Instructional Leadership, Indicator 1.7, 1.10, 1.12)</i></p>	<p>To reach full accreditation in all content areas by the 2016-17 school year.</p> <ul style="list-style-type: none"> ● English 7% increase ● Math 5% increase <p>When implemented correctly PLCs address (3) important questions which drive student achievement.</p> <ol style="list-style-type: none"> 1. What do we want our students to learn? 2. How will we know when they have mastered the standard? 3. How will we respond when students do not master the content?

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<p>INSTRUCTIONAL PROGRAMS (Summer School Programs) Currently CMS selects students for summer school due to failing class grades in math and English. Summer school letters were sent to the parents of identified students failing core subjects. This summer forty-three students out of the 104 identified or (41%) attended the summer program.. In addition to end of year notification, letters have been sent to the parents of all student failing reading and math at the semester. Parent and team meetings/phone calls are held until the end of the fourth nine weeks.</p>	<p>In collaboration with central office staff, the principal and counseling department will establish new criteria and procedures for summer school selection which align with division initiatives to improve College and Career Readiness for all students.</p> <p>In addition to grades and benchmark data, CMS will identify students who are reading below grade level and who have significant math literacy deficiencies.</p> <p>The summer program will be revised to provide remediation in reading, writing and mathematics and a pre-test and post-test will be administered to measure student growth over the course of the program.</p> <p>A CMS Summer School Handbook will aid in the re-branding of summer school as a college and career readiness initiative for students.</p> <p>School counselors will begin meeting with parents as early as the second quarter of the school year to discuss the need for additional summer remediation. <i>Reference: Dufour's Counselor's Watchlist</i></p> <p>A middle school enrichment program will be offered for rising sixth graders called, "<i>Getting to know Pre-Algebra</i>" for rising sixth graders. The focus is to strengthen students' mathematical skills, develop mathematical concepts, and become confident in their ability to do mathematics.</p>	<p>The goal is to have 20% annual growth in participation in the summer school and ultimately 80% participation for the targeted group.</p> <p>By creating a summer program that improves the capacity of students to master their grade level curriculum in English and mathematics, CMS will ensure that more students perform better on their Standards of Learning Assessment.</p> <p>Additional measurements will include: Percentage Growth using Pre-tests and Post Tests Progress Monitoring of summer school completers through assessments in Interactive Achievement and SOL testing Parents will be called to encourage their child to participate for continuous learning.</p>
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		<p>Additionally, an algebra-prep Program will be designed for those students scheduled to take Algebra I in 7th or 8th grade.</p>	
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Family Engagement

The goal is to build the capacity of parents to be mentors and advocates for their child’s learning. The roles that families play in their child’s education is critical to ensuring that students remain engaged in their learning and take full advantage of the resources provided to them. Parental involvement has been proven to impact students’ belief about the importance of education, build efficacy for learning, lower dropout rates, and improve grades.
Mapp & Kuttner, (2013)

<p>Activity Implementation Timeline and Description</p>	<p>Anticipated Impact on Student Achievement in Warned Area(s)</p>
<p>Math: Curriculum Night and Parent Engagement Workshops #1 (September.)-for parents to meet the teachers and find out more about the curriculum, how they can help their child succeed, and become a part of the Eagle Nation. <i>How to Become an Eagle Community Member/Social Adjustment - Curriculum Night Activities may include:</i></p> <ul style="list-style-type: none"> ● Provide computer access for parents to register and receive training on Parent Portal, which allows access to their child’s grades and assignments ● Inform parents with monthly newsletters and updates on how they can help their child succeed in school 	<p>Curriculum Night Workshops are an opportunity to get important academic information out parents. Additionally, parents will be introduced to special programs and resources available at the school.</p> <p>Other Parent Engagement Topics will focus on developing the whole child and establishing better partnerships with parents.</p> <p>Math Night</p> <ul style="list-style-type: none"> ● Will provide parents with hands-on activities that support learning in mathematics.

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<ul style="list-style-type: none"> ● Ex. Session Topic - Ten Things to Help your child Succeed <p>Spaghetti Dinner Band Fundraiser and Parent Engagement Workshop #2 (November.)-Topics will be <i>Time Management</i> and <i>Organizational Skills</i></p> <p>Math Night with the Parent Resource Center (December)-hands-on engaging activities (make it, take it) activities aligned with math standards</p> <p>Parent Engagement Workshop #3 (February)-Topic - How to work with the school to Resolve Problems</p> <p>Math & Science Day at Kings Dominion (May 2017)-Student leaders who are members of the Math & Science Club- engaging activities based on STEM initiative</p> <p style="text-align: center;">English</p> <p>Fall Scholastic Book Fair-engaging reading</p> <p>Parent Review of Reading Logs (August-April)-checked weekly by English teachers to make sure students are reading at least 20 minutes/night</p> <p>Author's Night (February)-Support authentic literacy across all content areas</p> <p>Spring Scholastic Book Fair-engaging reading</p> <p>CMS Parent FOCUS Group</p> <ul style="list-style-type: none"> ● Initial meeting 1st week of August-go over norms, goals, expectations of FOCUS group, and last year's SOL scores ● Committee of stakeholders who meet with school leadership. Last year's focus question was: <i>How do we engage community in supporting HQ learning and supporting excellence?</i> 	<p>A variety of events will be planned to engage parents and solicit their assistance in meeting the academic needs of their child.</p>
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Mentorship Programs

- Use community role models/mentors to help struggling students with reading; help them to understand what is possible if they apply themselves
- Use retirees, seniors and other available citizens to help with special programs for students and tutoring for reading and math

College and Career Exploration Nights

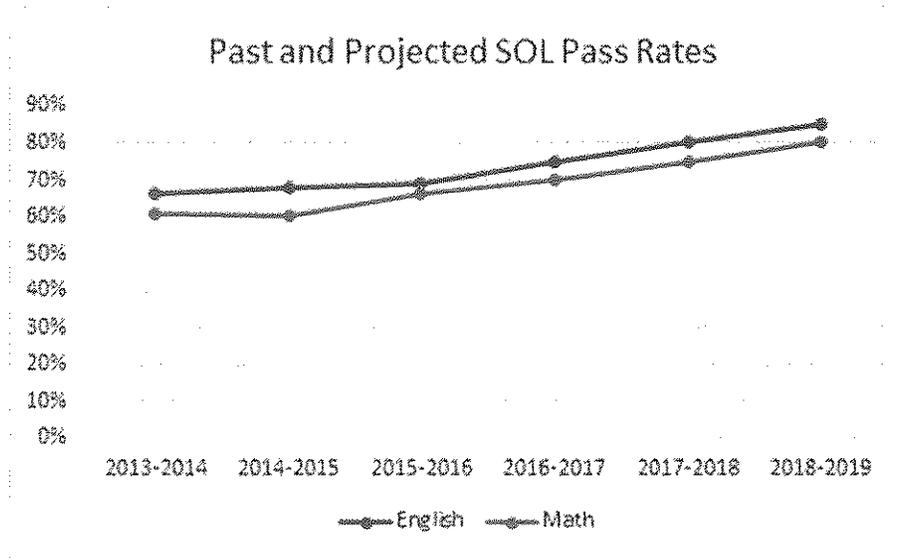
- Educating parents and students on career pathways and the importance of becoming College and Career Ready. Emphasis will be on STEM related careers.

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Closing Rationale with Trajectory of Progress

Trajectory of Progress				
<u>Content Area(s)</u> <u>not Fully</u> <u>Accredited</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
<u>English</u>	69%	75%	80%	85%
<u>Math</u>	66%	70%	75%	80%
<u>Science</u>	78%	80%	85%	88%
<u>History</u>	88%	90%	92%	94%



A rating of *Partially Accredited: Reconstituted School* should be considered for Caroline Middle School (CMS). Over a three-year period the staff of CMS has remained focused on school improvement resulting in academic gains each year. Unfortunately, in the areas of mathematics and English, there has been significant teacher turnover (37% English and 41% Mathematics) which has impacted the school's ability to establish a culture of collaboration with sustained high expectations for student learning.

As a result of teacher turnover, the establishment of a consistent and well-developed professional development plan for Caroline Middle School is critical to improving the success of every student. This plan has been developed to provide the necessary training and systems of accountability needed to establish a culture of excellence at the school. Through the development of Professional Learning Communities and a site-based Instructional Leadership Team, teachers at CMS will not only plan for

Division : Caroline County School: Caroline County Middle School
instruction and learn together; but, they will receive timely, specific and actionable feedback on their performance in the classroom.

Professional Development in research supported practices such as formative assessment, and collaborative teaching practices will ensure that CMS teachers are well-equipped to meet the needs of students while they are engaged in the learning process; thereby, minimizing some of the need for more extreme interventions. For those students with disabilities who are being served in a special education setting, there will be consistent monitoring of their learning as well as they participate in the Virginia Alternative Assessment Program.

In addition to providing professional development in the use of formative assessment, CMS teachers will collaboratively develop bi-weekly common assessments to measure student mastery of curriculum standards on a more frequent basis. The data from these assessments will be used to develop action steps such as reteaching of information, differentiated instruction and other targeted interventions.

This plan has been developed in collaboration with central office staff, principals, assistant principals and instructional personnel. Consequently, the roles of central office staff in supporting Caroline Middle School are detailed throughout the plan. In addition to increased funding for professional development, central office staff will serve on the school's Governance Team which meets monthly to review assessment results and provide feedback on school's implementation of their improvement plan. A newly hired Director of School Leadership and Improvement will mentor the principal and monitor the school's progress in monitoring instruction, reviewing data and providing feedback to teachers. Finally, the Director of Curriculum and Instruction will work with school leadership in developing an annual professional development calendar that captures not only initial training; but, follow-up activities such as monitoring, coaching and opportunities for feedback.

Thank you for reviewing this plan for improving Caroline Middle School. It is our hope that in reviewing this plan that you will gain a clear understanding of our sense of urgency around this work. We are committed to this process and more importantly the students whom we serve.

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

Attachment D1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 81%	Gr 6-8: 82%	*76%	66%	68%	70%
Mathematics	72%	*70%	61%	61%	60%	68%
History and Social Sciences	*Gr 4-8: 87%	Gr 4-8: 81%	81%	84%	82%	88%
Science	Gr 5-8: 89%	Gr 5-8: 89%	*81%	72%	71%	81%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	81%	80%	*64%	65%	70%	69%
English: Writing	76%	82%	56%	62%	59%	65%
History and Social Sciences	*87%	81%	81%	84%	82%	87%
Mathematics	69%	*58%	57%	58%	58%	64%
Science	88%	89%	*68%	72%	71%	80%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Charlotte County Public Schools

School: Bacon District Elementary School

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of the Charlotte County School Board that Bacon District Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Kenneth Redmond Typed School Board Chair Name

Kenneth Redmond School Board Chair Signature

July 12, 2016 Date

Division: Charlotte County Schools

School:

Bacon District Elementary School

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Charlotte County Schools		77.7%		
School		Title I Model		
Bacon District Elementary School		Schoolwide Program		
Grade Level	Enrollment	English Language Learners	Special Education	
PK	18	0	0	
K	32	1	7	
1	31	2	6	
2	32	0	4	
3	31	0	9*	
4	30	0	14*	
5	28	1	10*	
Total	202	4 (2%)	50 (25%)	

*includes Special Education and 504

Student enrollment numbers and demographics have been consistent over the past five years.

Division: Charlotte County Schools

School:

Bacon District Elementary School

Accountability Pass Rates**Overall School Achievement Data**

	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	56*	59	50	60
Mathematics	44	60	66	78
Science	75	82	97	79
History	64*	69*	100	89
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

*Accreditation based upon 3 yr. ave.

Grade Level Pass Rates

Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English-3 rd grade; EOC English				
English-Gr 3	56	39	41	39
English-Gr 4	71	48	52	70
English-Gr 5	56	74	45	69
Math-Gr 3	38	39	38	60
Math-Gr 4	61	68	76	86
Math-Gr 5	33	65	76	83
Science-Gr 5	67	91	97	79
History-Va Studies	69	86	100	89
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Division: Charlotte County Schools

School:

Bacon District Elementary School

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
PK/All Content	1	0	0	0	0	1
K/All Content	2	0	0	0	1	1
1/All Content	2	0	0	0	0	2
2/Reading & Social St.	1	1	0	0	0	1
2/Math & Science	1	0	0	1	0	0
3/Reading & Social St.	1	0	0	1	0	0
3/Math & Science	1	0	0	1	0	0
4/Reading & Social St	1	0	1	0	0	0
4/Math & Science	1	0	0	0	0	1
5/Reading & Social St.	1	0	1	0	0	0
5/Math & Science	1	0	0	0	1	0
Remediation Specialist	1	0	0	0	1	0
Math Specialist	1	0	0	0	1	0
PE (PK-5)	1	1	1	0	0	0
Special Ed (K-5)	2	0	1	0	0	1
Total	18	1	4	3	4	7

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	8	44%	
Number and percent of Exemplary teachers returning in 2016-2017	8	44%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	10	56%	
Number and percent of Proficient teachers returning in 2016-2017	9	50%	
Number and percent of Proficient teachers leaving in 2016-2017	1	6%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	16	89%	
Number and percent of provisionally licensed teachers in 2016-2017	2	11%	
Number and percent of new teachers to the school in 2016-2017	2	11%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	NA
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	NA
Principal Information/Instructional Background			
Degree area (s)	M. S., Administration, K-12		
Total years of educational experience	40		
Total years as an Assistant Principal	8		
Total years as a Principal	11		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	0	0	1	0	0
*Sought/Obtained An Educational Position Outside the Division	0	0	0	0	0
*Sought/Obtained A Non-Educational Position Outside the Division	0	0	0	0	0
Advanced in Profession	0	0	0	0	0
Left Solely for Higher Pay	0	0	0	0	0
Personal Reasons (family, health, education)	0	0	0	0	0
Left During the School Year	0	0	0	0	0
Retired from Profession	0	0	0	0	0
Left Profession/Field	0	0	0	0	0
Resigned In Lieu of Dismissal/Termination	0	0	0	0	0
Dismissed/Non-Renewed	0	0	0	0	0
Other Reasons Not Identified Above	0	0	0	0	0
*non-duplicate					

Reconstitution Information

Mark **all** applicable areas of reconstitution:

- Governance
 Instructional Program
 Staff
 Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>GOVERNANCE: The administrative team consisted of Principal and Head Teacher.</p>	<p>GOVERNANCE: Head Teacher will assume role of Instructional Coordinator (40% FTE). Duties will include: review of lessons, modeling of instructional strategies, providing effective feedback after observing instruction. Focus will be Reading/Literacy skills.</p>	<p>GOVERNANCE: The administrative team's capacity to monitor curriculum alignment (written, taught, and assessed) for content and cognitive demand will be increased and provide effective feedback to teachers on instructional strategies. Principal and Instructional Coordinator will increase daily time monitoring instruction by 20%.</p>
<p>INSTRUCTIONAL PROGRAM:</p> <p>Staff Development led by division and building administrators.</p> <p>Monthly Staff Development (1-2 hours) focusing on: Using tiered intervention model Data Analysis Unpacking Standards Tables of Specifications Alignment of written, taught, and assessed curriculum for content and cognitive demand.</p> <p>Weekly meetings by Reading and Math teachers, Math/Remediation Specialists, and principal or Head Teacher to review current student formative and summative assessments and determine Tier level of Reading and Math Students and update Individual Learning Plans for Tier 2 and 3 students.</p>	<p>INSTRUCTIONAL PROGRAM:</p> <p>Continue monthly professional development for Reading and Math.</p> <p>Professional development will be increased for Reading from monthly to biweekly. Continue with monthly for Math.</p> <p>Continue weekly meetings in Reading and Math to review student achievement, plan strategic interventions, and update Individual Learning Plans. Instructional Coordinator will now facilitate these meetings.</p> <p>Beginning with Summer of 2016, schedule a two day professional development for all instructional staff to plan for upcoming school year with focus on Reading/Math.</p>	<p>INSTRUCTIONAL PROGRAM:</p> <p>Teachers will increase effectiveness in planning, implementing, and evaluating daily instruction using the tiered intervention model. Student achievement in Reading and Math will increase due to specific focus on curriculum alignment and tiered, differentiated instruction as evidenced by increased student performance on benchmarks and SOL tests.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM/READING</p> <p>K-1 uninterrupted instructional time is 110 minutes. Grades 2-5 uninterrupted instructional time is 90 minutes.</p> <p>After school remediation: 2 hours per week</p> <p>Literacy Volunteers/Title I Tutors Tiered small reading groups PALS tutor (part time) Accelerated Reader-goal is 80%</p> <p>ixl computer adaptive reading/language arts software</p>	<p>INSTRUCTIONAL PROGRAM/READING</p> <p>Maintain current instructional time for all grades except 2nd grade: increase from 90 minutes to 110 minutes.</p> <p>Continue use of ixl software.</p> <p>Increase after school remediation from 2 to 3 hours per week.</p> <p>Increase inventory of content related, nonfiction books and materials in the library for AR and classroom use.</p> <p>Increase AR goal to 85% for both fiction and nonfiction texts.</p> <p>Begin planning for implementation of Guided Reading blocks by arranging for Reading teachers (K-5) to visit an accredited school in the area who is currently using this model.</p> <p>Incorporate strategies with daily emphasis on Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension for Grades K-5.</p> <p>Continue with literacy volunteers and Title I tutors (K-5).</p> <p>Add full time Remediation Specialist (work individually and small groups with students (K-3) requiring intensive and strategic intervention for Reading).</p>	<p>INSTRUCTIONAL PROGRAM/READING</p> <p>Grades K-3: Students will increase comprehension, fluency, and vocabulary skills as indicated by an increase PALS scores and reduction of K-3 students needing remediation.</p> <p>Students will increase reading achievement as indicated by: Using a summative grade level benchmark test, K-2 students will increase scores from beginning of year to end of year by 20% or more.</p> <p>Grade 3-5 students will increase performance on Reading SOL tests as indicated by an overall pass rate of 65% or higher.</p>
<p>INSTRUCTIONAL PROGRAM/MATH:</p> <p>Instructional time increased from 45 minutes to a 90 minutes of uninterrupted block of</p>	<p>INSTRUCTIONAL PROGRAM/MATH:</p> <p>Continue with 90-minute uninterrupted instructional block.</p>	<p>INSTRUCTIONAL PROGRAM/MATH:</p> <p>Students will increase math achievement as indicated by: Using a summative grade level</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>instructional time. Implemented Guided Math in Grades 1 & 2.</p> <p>After School Remediation (2 hours per week)</p> <p>Math Specialist (3 days/week)</p> <p>ixl computer adaptive math software</p>	<p>Implement Guided Math group instruction in all grades (adding K, 3, 4, & 5)</p> <p>Increase after school remediation time from 2 to 3 hours per week</p> <p>Continue with Math Specialist (3 days/week)</p> <p>Continue with ixl math software</p>	<p>benchmark test, K-2 students will increase scores from beginning of year to end of year by 20% or more.</p> <p>Grade 3-5 students will increase performance on Math SOL tests as indicated by an overall pass rate of 78% or higher.</p>
<p>STAFF: Principal Head Teacher Math Specialist (3 days/week) Part time Title I Reading tutor</p>	<p>STAFF: Principal will continue to supervise instruction.</p> <p>Head Teacher will assume role of Title I Instructional Coordinator (40% of time)</p> <p>Continue with Math Specialist (3 days/week)</p> <p>Add a full time Title I Remediation Specialist to support identified students in reading (Grades K-3) Part time Reading Tutor will continue to work with identified students in reading (4-5).</p> <p>New hire: veteran teacher with 20 years' experience and superb results with 3rd Grade SOL scores will be assigned to 2nd grade and assigned as mentor to current 3rd grade Reading teacher.</p>	<p>STAFF: Additional staffing will increase teacher effectiveness and student achievement as indicated by an increase in Reading and Math performance as specified in the Trajectory of Progress section below.</p>

Family Engagement

<p align="center">Activity Implementation Timeline and Description</p>	<p align="center">Anticipated Impact on Student Achievement in Warned Area(s)</p>
<p align="center">Literacy</p> <ul style="list-style-type: none"> • September: Librarian will host an after-school parent/student workshop summarizing the Accelerated Reader program (goal setting, reading schedule) with a focus on non-fiction texts. • November: Remediation Specialist will host a parent workshop on importance of Reading fluency, comprehension, and vocabulary, providing parents with resources and strategies for assisting students with reading/literacy skills. • March: Remediation Specialist and Librarian will host a Parent Read to Child workshop targeting K-3 parents/students. A book selection will be designated in the library for parents to use. • May: Remediation Specialist and Instructional Coordinator will host a Summer Reading Fun parent activity, providing parents with reading lists for children and resources and activities for maintaining Reading skills during summer. • June: Title I Summer Reading Camp will invite parents to participate in activities and presentations. 	<p align="center">Literacy</p> <p>Students' Reading Comprehension, vocabulary, and fluency will improve with increased family involvement and participation as indicated by an increase in overall Reading SOL scores by at least 5 points.</p>
<p align="center">Math</p> <ul style="list-style-type: none"> • October: Math Specialist will coordinate with Food Lion to schedule Food Lion Math night. Parents and students will use Consumer Math skills in the authentic setting of the grocery store. • February: Math Specialist will plan a Homework & Study Skills workshop for parents to assist parents with providing parents with resources and strategies for assisting students with Math skills (computation, word problems, study skills). • May: Math Specialist will provide parents with a list of summer resources to assist students in maintaining Reading skills during summer. 	<p align="center">Math</p> <p>With increased parent involvement and participation, student achievement will maintain or exceed current performance on Math SOL tests as indicated by continuing to meet full accreditation standards of 70% or above.</p>

Closing Rationale with Trajectory of Progress

Based upon the SOL data presented in the application, Bacon District Elementary School has exhibited significant achievement gains in Math and Reading.

In Math, preliminary data for 2015-16 indicates Bacon District Elementary School has met the state accreditation benchmark of 70%. The preliminary data includes 17 students who passed the Grade 4 and 5 tests under the Recovery provision. Grade 3 Math performance increased by 22% from the previous school year.

In Reading, significant gains were made from 2014-15 to 2015-16 in Grade 4 (18%) and Grade 5 (24%). This data includes 13 students who passed the Grade 4 and 5 under the Recovery provision. Grade 3 did not show growth; however, specific plans for support and intervention are stipulated in **Reconstituted Information: Proposed New Practice and Anticipated Impact with Measurable Outcomes** sections of this application.

We anticipate continuing gains as indicated by the trajectory below.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	60%	65%	71%	76%
Math	78%	78% or above	78% or above	78% or above
Science	NA	NA	NA	NA
History	NA	NA	NA	NA

As stated in the **Reconstituted Information: Proposed New Practice and Anticipated Impact with Measurable Outcomes** sections of this application, the division will continue to monitor and support curriculum alignment, teacher effectiveness, and student achievement throughout the upcoming school year. We respectfully request that Bacon District Elementary School receive Partially Accredited-Reconstituted School status for the 2016-17 school year.

**Virginia Department of Education
State/Federal Accountability Data
Bacon District Elementary
Grades: PK - 05
Charlotte County**

Attachment E1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 83%	Gr 3-5: 91%	*75%	59%	50%	60%
Mathematics	96%	*85%	44%	60%	66%	78%
History and Social Sciences	*Gr 3: 71% *Gr 4-8: 86%	Gr 3: 96% Gr 4-8: 88%	78%	74%	100%	89%
Science	Gr 3: 92% Gr 5-8: 86%	Gr 3: 100% Gr 5-8: 100%	*75%	82%	97%	79%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	90%	94%	*61%	52%	46%	54%
English: Writing	64%	82%	37%	70%	N/A	N/A
History and Social Sciences	*79%	93%	64%	69%	100%	89%
Mathematics	96%	*60%	44%	57%	64%	74%
Science	88%	100%	*75%	82%	97%	79%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Chesapeake City Public Schools

School: Camelot Elementary School

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of Chesapeake City School Board that Camelot Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. C. Jeff Bunn

Typed School Board Chair Name

School Board Chair Signature

July 15, 2016

Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Chesapeake City		70.45		
School		Title I Model		
Camelot Intermediate School		Schoolwide		
	Grade Level	Enrollment	English Language Learners	Special Education
	K	91	1	9
	1	74	3	12
	2	85	1	6
	3	85	0	17
	4	81	1	14
	5	94	2	21
	Total	510	8	79

During the 2015-16 school year Camelot faced several staffing challenges that impacted instruction and dispersal of resources. One faculty member faced numerous medical procedures that required months of absences and daily half day dismissals in order to attend medical appointments. In order to maintain consistency and quality of instruction in the classroom, two members of the reading team supported the literacy block daily. The additional support required in this classroom limited the team from providing support to other classrooms.

In addition, 3 classroom teachers and one resource teacher took 12-14 weeks of family maternity leave. The reading team provided support to these classrooms while the teachers were out on leave and continued to provide support when the teachers returned. The team covered most of the 2 1/2 literacy block to ensure all components of the block were in place. The resource teacher was an integral part of intervention for the classroom to which she was assigned. Her absence impacted the remediation schedule.

Our Special Education (SPED) department obtained three new faculty members this year. They were either first year teachers or they were returning to the classroom after a number of years away from the profession. Two of the SPED teachers started at the beginning of the school year and one was hired in late January 2016. One new third grade teacher was hired in late December. The reading team spent a considerable amount of time training these new faculty members in the components of balanced literacy.

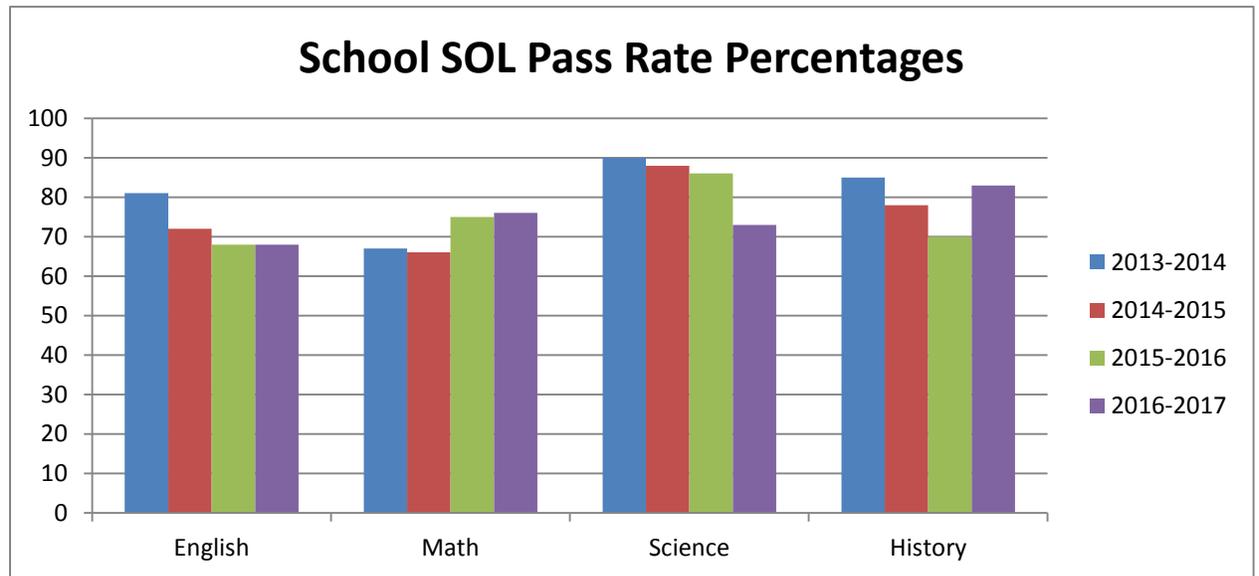
Camelot's mobility rate is about 37%. Children who transferred into Camelot did not have the initial benefit of literacy instruction at our school. These students were identified in PALS because they lacked basic reading skills. Many of the intermediate students that transferred from out of the district/state were below grade level expectations.

Our staffing requirements for the 2016-17 school year are quite significant. We must add 4 new pre-school positions, 4 new instructional assistants and 2 new classroom teachers. Two members of the 2015-16 staff moved out of state and 6 staff members transferred to K-2/ non-Title 1 schools. One staff member resigned due to family reasons. For the 2016-2017 school year, Camelot Elementary will train 19 new faculty/staff members. This significant increase in faculty/staff will influence professional development and resources.

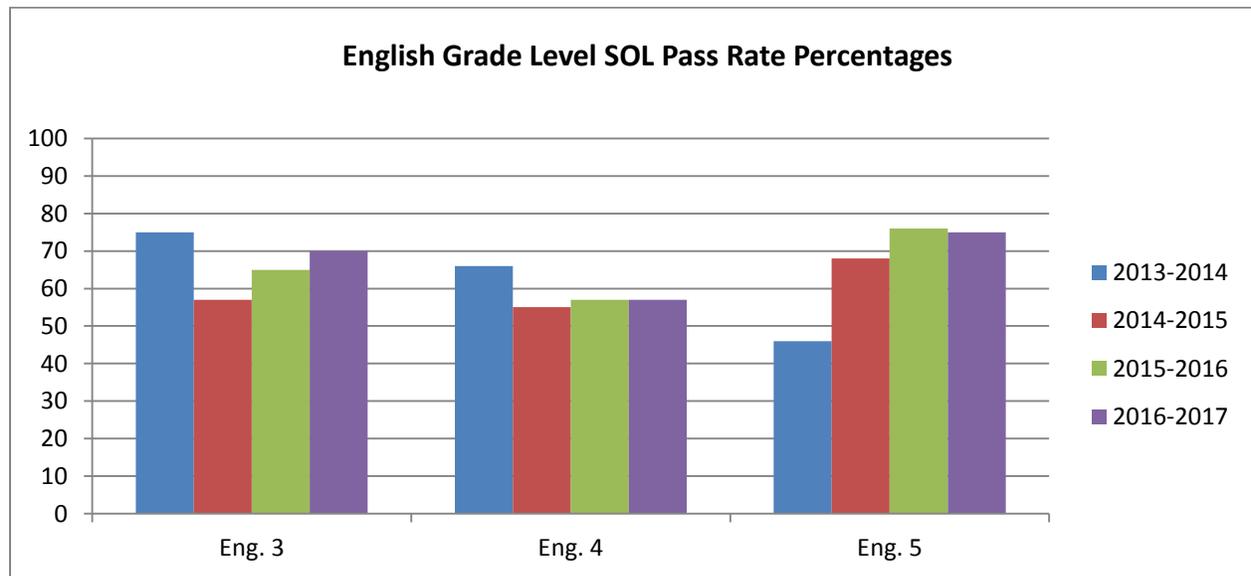
Accountability Pass Rates

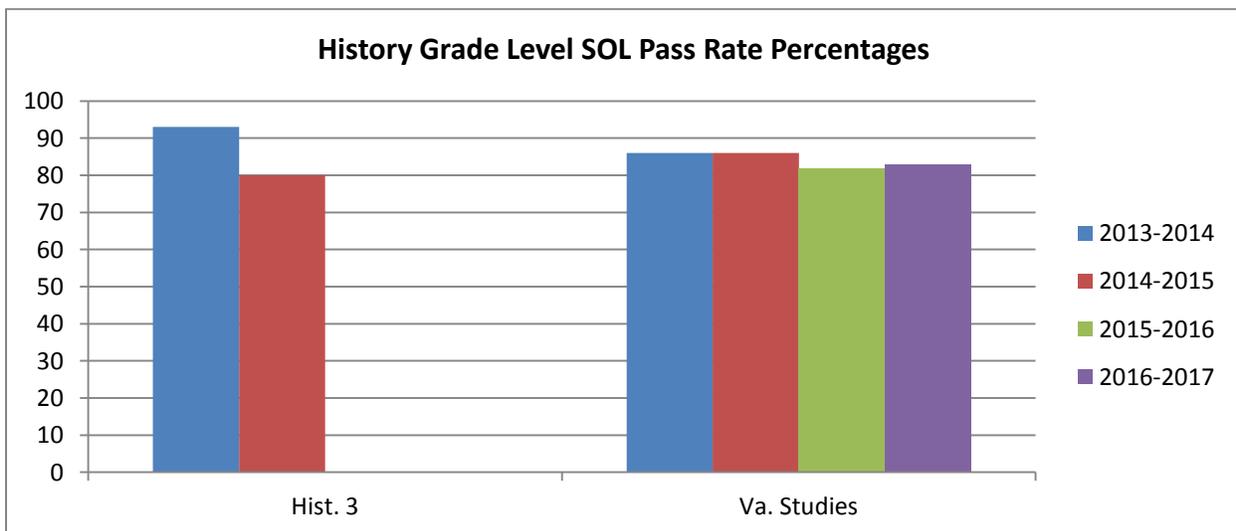
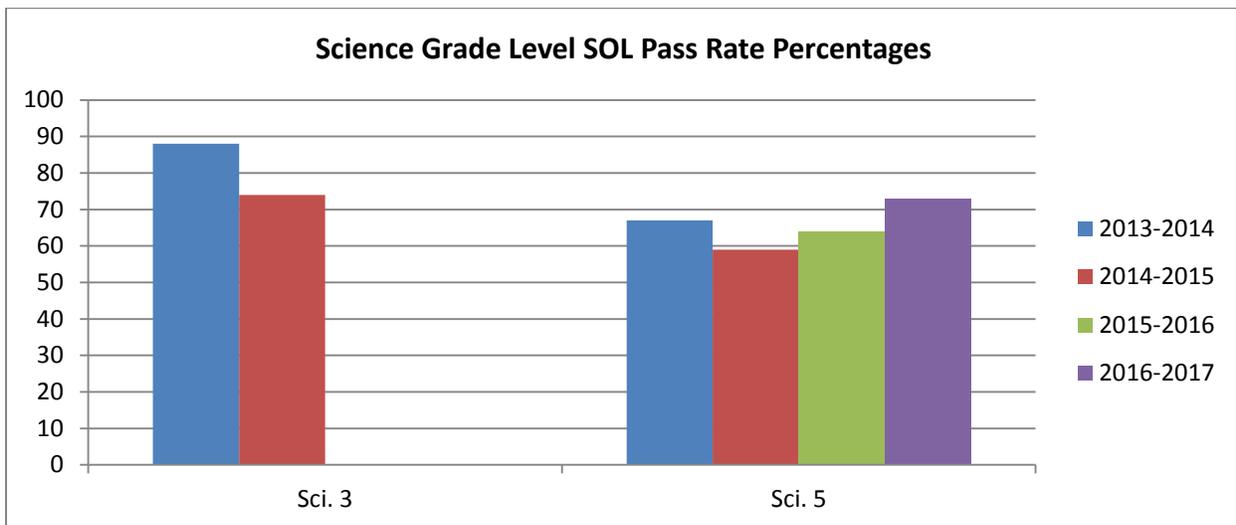
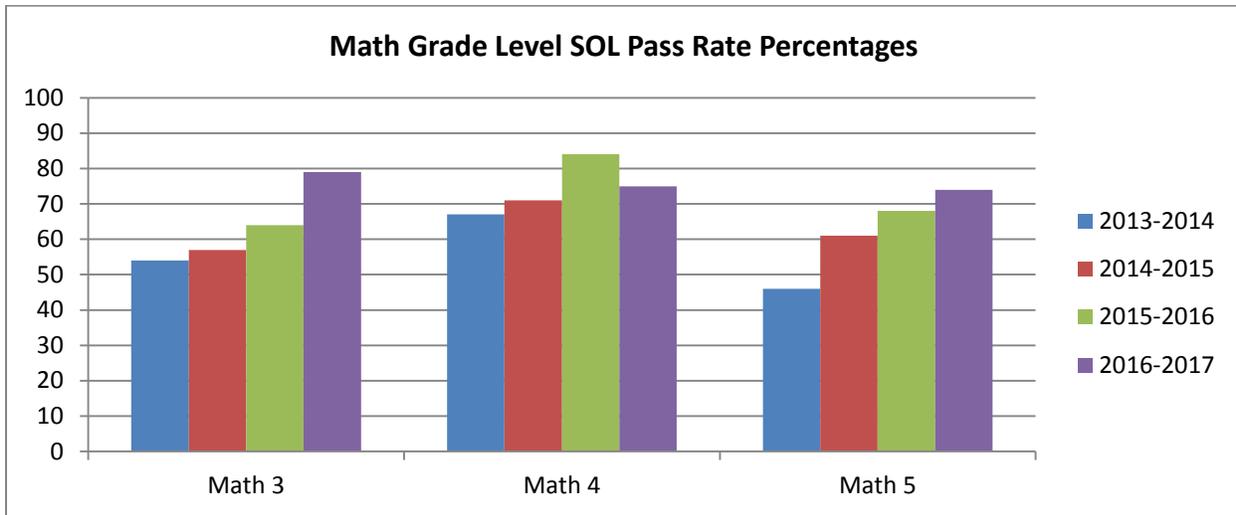
Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	81*	72*	68	68
Mathematics	67	66	75	76
Science	90	88*	86*	73
History	85*	78*	70*	83
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

*Indicates 3-Year Average Used

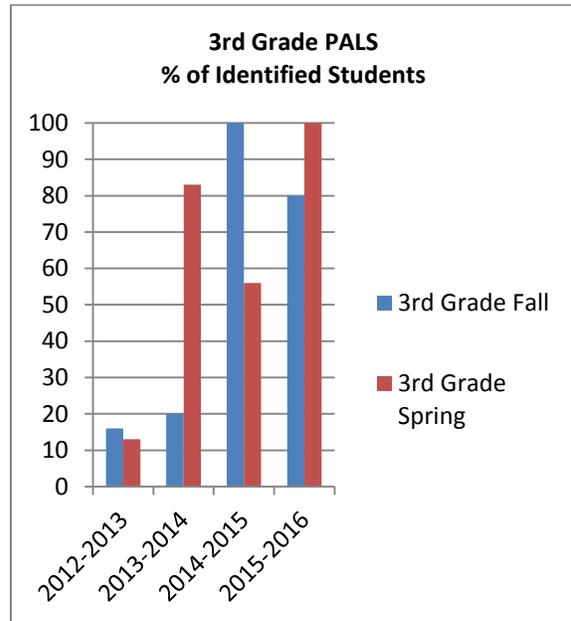
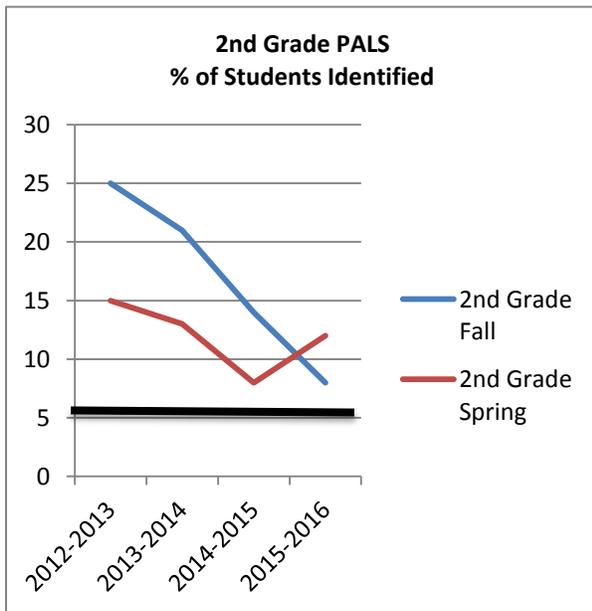
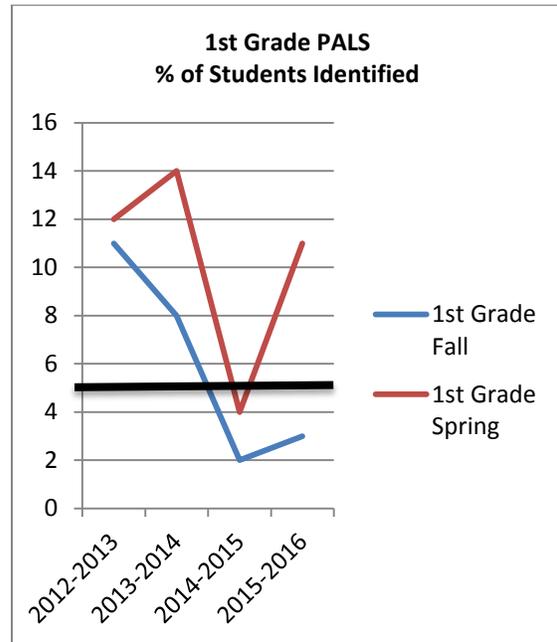
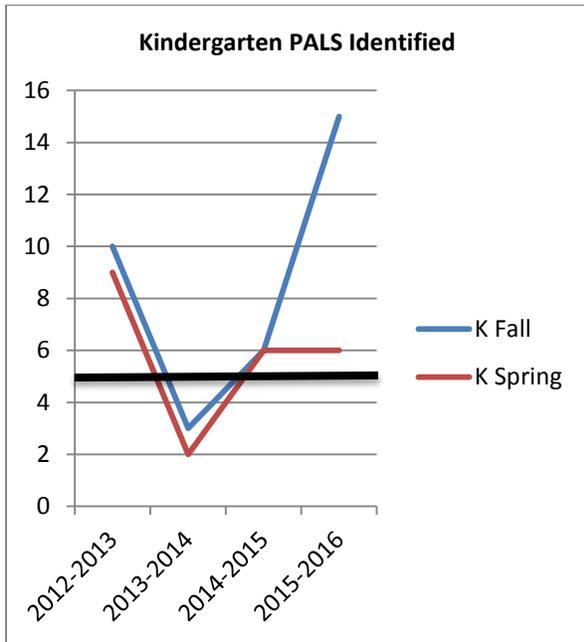


Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English 3	75	57	65	70
English 4	66	55	57	57
English 5	46	68	76	75
Math 3	54	57	64	79
Math 4	67	71	84	75
Math 5	46	61	68	74
Science 3	88	74	n/a	n/a
Science 5	67	59	64	73
History 3	93	80	n/a	n/a
Va. Studies	86	86	82	83
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a





Grade Level Pass Rates – PALS Identification



Note: In grades K-2, all students are tested. In 3rd grade, only the identified students rising from 3rd grade are tested.

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016-2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
Pre-K	4	4	0	0	2	0
K	4	1	1	1	1	1
1st	4	1	0	1	1	2
2 nd	5	2	1	1	2	1
3 rd	4	2	1	1	2	0
4 th	4	1	1	1	0	2
5th	4	1	0	0	2	2
Special Education	5	3 (ECSE) teachers and speech/OT	3	1	7	2
Instructional Support	3	1	1	1	1	1
Total	33	16	8	7	16	11

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Teacher Performance and Mobility Information			
Number and percent of all teachers scoring Exemplary in 2015-2016	n/a*	n/a*	
Number and percent of Exemplary teachers returning in 2016-2017	n/a*	n/a*	
Number and percent of Exemplary teachers leaving in 2016-2017	n/a*	n/a*	
Number and percent of teachers scoring Proficient in 2015-2016	17	89%	
Number and percent of Proficient teachers returning in 2016-2017	15	78.9%	
Number and percent of Proficient teachers leaving in 2016-2017	04	21%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	02	10%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	02	10%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016			
Number and percent of Unacceptable teachers returning in 2016-2017			
Number and percent of Unacceptable teachers leaving in 2016-2017			
	Number of All Teachers	Percent of All Teachers	Area of Teaching
Teacher Licensure Information			
Number and percent of teachers fully licensed in 2016-2017	19	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0%	
Number and percent of new teachers to the school in 2016-2017	6	32%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	5	26%	Kindergarten, First, Third, Fifth, SPED
Principal Information/Instructional Background			
Degree area (s)	Masters of Science in Education & Bachelor of Science in Elementary Education Endorsements : Elementary Education NK-4 , Middle Education Grades 4-8 Administration and Supervision Prek-12		
Total years of educational experience	24		
Total years as an Assistant Principal	8		
Total years as a Principal	5		

Note: Our teacher evaluation system does not use “exemplary” as a rating.

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	3	0	1		
*Sought/Obtained An Educational Position Outside the Division	0	0	2		
*Sought/Obtained A Non-Educational Position Outside the Division	0	0	0		
Advanced in Profession	0	0	0		
Left Solely for Higher Pay	0	0	0		
Personal Reasons (family, health, education)	0	0	0		
Left During the School Year	1	0	1		
Retired from Profession	0	0	0		
Left Profession/Field	0	0	0		
Resigned In Lieu of Dismissal/Termination	0	0	0		
Dismissed/Non-Renewed	0	0	0		
Other Reasons Not Identified Above	0	0	0		

*non-duplicate

Note: We do not keep records of this information in our Human Resources Department

Reconstitution Information

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program: Reading</p> <p>During the 2015-16 school year, the literacy block addressed word study, vocabulary, reading comprehension, text features/text structure and writing in whole group and small group.</p> <p>Based on Camelot’s overall school achievement data, there has been a steady increase in pass rate from 2012-2013 (63.14%) to 2014-2015 (67.63%) and 2015-2016 (67.82%) pass rate.</p>	<p>Instructional Program: Reading</p> <p>The reading team will train staff on High-Yield Instructional Practices in Word Study (K-2), Text Structure and Features, Reading Comprehension Strategies, and Vocabulary Develop (K-2) (3-5). The administrative and reading team will monitor the use of these high yield practices using a checklist of “Look Fors” in lesson plans and classroom observations.</p> <p>During the 2016-17 school year, we will increase students’ mastery of these skills by utilizing iReady®.</p>	<p>Instructional Program: Reading</p> <p>Monitoring and providing feedback of these high yield practices will increase student academic achievement. Ongoing iReady® disaggregation will assist in guiding the interventions necessary to differentiate instruction.</p> <p>The anticipated measurable outcome will be 75% on the Reading SOL test and 80% of students will show proficiency on iReady® reports.</p>
<p>Instructional Program: Reading</p> <p>The reading team maintained a balance between modeling and coaching Tier 1 instructional practices for teachers and providing Tier 2 and Tier 3 interventions school-wide.</p>	<p>Instructional Program: Reading</p> <p>The reading team will continue to refine the coaching model, but will specifically target those teachers needing greater instructional support in differentiating instruction. Using both formative and summative assessment data, we will also provide additional resources for Tier 2 interventions.</p>	<p>Instructional Program: Reading</p> <p>This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level in grades K-5 to 80% or higher.</p> <p>In addition, the overall pass rate in reading will exceed 75%.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program: Power Up/Intervention</p> <p>During Power Up students were offered enrichment and intervention based on ongoing formative and summative assessment data. Two days were designated for both math and reading.</p>	<p>Instructional Program: Power Up/Intervention</p> <p>During the 2016-17 school year, the focus for reading will increase to three days a week. Additionally, we will implement a more consistent Power Up Framework that frontloads upcoming skills for those students who have already learned/mastered skills.</p>	<p>Instructional Program: Power Up/Intervention</p> <p>Increased fidelity of implementation, enrichment and intervention will further differentiate instruction for all students. Informal walk-throughs will be utilized to monitor the Power Up framework. This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level in grades K-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math.</p>
<p>Instructional Program : Grade Level Collaborative Planning</p> <p>Teachers currently use collaborative planning to plan upcoming lessons, create common formative assessments, and discuss common and formative data across all content and grade levels.</p>	<p>Instructional Program: Grade Level Collaborative Planning</p> <p>The goal for the 2016-17 school year will be to assist teachers in shifting their understanding that the emphasis should be on student learning opposed to teaching. Collaborative planning will be strengthened by developing an understanding of:</p> <ul style="list-style-type: none"> ○ Behavior, condition, criteria ○ Using the backwards design model ○ Focusing on what do we do before, during, and after collaborative planning 	<p>Instructional Program: Grade Level Collaborative Planning</p> <p>This will directly impact the alignment of written, taught, and assessed curriculum. This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level in grades K-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program: Special Education</p> <p>An instructional model for inclusion of special education students was partially implemented.</p>	<p>Instructional Program: Special Education</p> <p>Provide professional development to special education and general education teachers on how to effectively implement the various co-teaching models, and differentiate lessons. Additionally, special education teachers will be required to attend collaborative planning with general education teachers.</p>	<p>Instructional Program: Special Education</p> <p>This will directly impact the alignment of written, taught, and assessed curriculum. This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level in grades K-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>
<p>Instructional Program: Literacy Conferences</p> <p>During the 2015-2016 school year literacy conferences were held each semester with general and special education teachers to discuss student progress, PALS, running records, identify PALS students, Developmental Spelling Assessment and Comprehensive Strategies Assessment documentation.</p>	<p>Instructional Program: Literacy Conferences</p> <p>During the 2016-2017 school year the reading team and administration will conference quarterly to monitor academic progress. The team will discuss next steps, remediation, enrichment and reading strategies.</p>	<p>Instructional Program: Literacy Conferences</p> <p>This will directly impact the alignment of written, taught, and assessed curriculum. This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level in grades K-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Staffing:</p> <p>Previously, teachers have been assigned to a grade level they were most familiar with.</p>	<p>Staffing: Teacher Reassignment</p> <p>For the 2016-2017 school year, teachers will be reassigned to positions that allow a closer match of instructional expertise. Professional development will ensure that they grasp the content of their new assignment.</p>	<p>Staffing: Teacher Reassignment</p> <p>This should yield greater student achievement in the reading and math scores.</p> <p>This will directly impact the alignment of written, taught, and assessed curriculum. This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level in grades K-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>
<p>Instructional Program: Division Instructional Support</p> <p>The division team meets with schools that are not fully accredited on a monthly basis. The format has included: whole group, feeder schools and individual schools.</p>	<p>Instructional Program: Division Instructional Support</p> <p>The school will meet with a division team on a monthly basis to analyze school data, discuss tier assignments, progress monitoring efforts and offer additional resources to support the school.</p>	<p>Instructional Program: Division Instructional Support</p> <p>This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level in grades K-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program: Division Science Support</p> <p>The science supervisor collaborates with all schools to assist with the alignment of the written, taught and assessed curriculum.</p>	<p>Instructional Program: Division Science Support</p> <p>The science supervisor will continue to work with the school to analyze SOL data and determine areas of weakness in order to provide resources to address these areas. In addition, the supervisor will provide resources to ensure that experiments are conducted consistently with accuracy and fidelity.</p>	<p>Instructional Program: Division Science Support</p> <p>The school will maintain full accreditation in science and will increase the pass rate a minimum of three points each school year.</p>
<p>Instructional Program: Division Math Support</p> <p>The math supervisor collaborates with all schools to assist with the alignment of the written, taught and assessed curriculum. In addition, professional development opportunities are offered for specifically identified teacher leaders in order to reinforce best practices.</p>	<p>Instructional Program: Division Math Support</p> <p>The math supervisor will continue to offer professional development opportunities, focus meetings and work with schools in relation to the alignment of the written, taught and assessed curriculum. In addition, the math supervisor and Title I math coach will work with the school to unpack SOL math scores and determine specific areas of weakness for each grade level.</p>	<p>Instructional Program: Division Math Support</p> <p>The school will maintain full accreditation in math and will increase the pass rate a minimum of three points each school year.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program: Preschool Program</p> <p>Chesapeake Public Schools supported the YMCA with the implementation of the Virginia Preschool Initiative.</p>	<p>Instructional Program: Preschool Program</p> <p>During the 2016-2017 term our school division will take over the Virginia Preschool Initiative and will expand the program by adding 56 new preschools slots. The preschool program will be offered in 7 of our most “at-risk” schools and will serve 360 children.</p>	<p>Instructional Program: Preschool Program</p> <p>Increase students’ readiness levels when entering kindergarten, as determined by screening tools and PALS assessment.</p>
<p>Staffing: Division Support</p> <p>The division has provided the school with a reading specialist, full day kindergarten teachers, Title I resource staff and a math coach to support to all Title I schools. As a result of Title I funding, this school also has full day kindergarten.</p>	<p>Staffing: Division Support</p> <p>In addition to the previous support, the division has hired a Title I coach that will work with the school to address weaknesses in all content areas with an emphasis on reading. This individual will work directly with the reading spurpervisor.</p>	<p>Staffing: Division Support</p> <p>This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level in grades K-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Parent Literacy, Math and Science Night</p> <p>Timeline: November –March</p> <p>Parents and students participate in various hands-on activities, technology activities and are given at-home resources that parents can use to promote student learning.</p>	<p>This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level in grades K-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>
<p>Million Minute Reading Challenge- involves a pledge commitment signed by the student and parent</p> <p>Timeline: Monthly (September 2016-June 2017)</p> <p>Students and parents make the promise to read or be read to at home daily for at least 20 minutes.</p>	<p>A student that reads 20 minutes per day will read a total of 8,600 minutes per year and be exposed to 1,800,000 words per year.</p> <p>This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level in grades K-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>
<p>SOL prep math and reading packets to be completed with parents</p> <p>Timeline: (March 2017- June 2017)</p> <p>Students are given SOL Study Guides to complete at home with their parents</p>	<p>This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level in grades K-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>
<p>Classroom Goal Setting: iReady® Reading/Math Class Challenges</p> <p>Timeline: (November 2016- June 2017)</p> <p>Students complete differentiated computer adapted practice in the areas of math and reading</p>	<p>This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level in grades K-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Knighly Notes</p> <p>Timeline: Monthly (September 2016-September 2017)</p> <p>Knighly Notes is designed to foster parent to child, and child to parent positive communications in a unique way. Parents use the Knighly Notes book to write encouraging messages that will spark the joy of learning while promoting writing.</p>	<p>This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level in grades K-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>

Closing Rationale with Trajectory of Progress

Listed below is a summary of the key components of our plan:

INSTRUCTIONAL PROGRAM

- Reading- High Yield Instructional Strategies
- iReady®- Math and Reading Intervention
- Power Up- Focused Remediation and Enrichment
- Collaborative Planning- Specific Focus
- Literacy Conferences- Data Analysis
- Division Level Content Support- Subject Area Supervisors work with School
- Division School Improvement Meetings- Monthly Meetings with School
- Division Preschool Program- Program will be offered at the School

STAFFING

- Teacher Reassignment- Data Driven Decisions
- Division Level Instructional Coach- New Position at the School

FAMILY ENGAGEMENT

- Family Nights- Opportunities to Support Students at Home
- PTA Meetings- Information about Curriculum and Expectations
- Reading Challenge- Building Fluency and Comprehension at Home
- Goal Setting- Parent Support Student in Achieving Goals
- Communication- Newsletters, Agendas, etc.

Camelot Elementary School has some major challenges. Perhaps the greatest challenge is staff turnover. While this may be perceived as a negative factor, we choose to focus on this as a positive opportunity. Our school saw gains in achievement scores and is definitely narrowing the margin as we approach full accreditation again. We have carefully analyzed our assessment data with specificity to determine grade level, subject and teacher weaknesses. New hiring for this summer focuses on bringing in staff members with expertise and proven success in these areas. Targeted professional development will benefit both new and veteran teachers. We are confident that these strategies will ensure that we meet the trajectory of progress below and accomplish our mission of increased student success.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016 Pass Rate	2016-2017 Pass Rate	2017-2018 Projected Pass Rate	2018-2019 Projected Pass Rate
English	68	68	75	78
Math	75	76	79	82
Science	86*	73	76	79
History	70*	83	86	89

*Indicates a 3-Year Average used

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

Attachment F1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 89%	Gr 3-5: 89%	*81%	63%	68%	68%
Mathematics	86%	*79%	59%	66%	75%	76%
History and Social Sciences	*Gr 3: 86% *Gr 4-8: 87%	Gr 3: 89% Gr 4-8: 90%	90%	84%	83%	83%
Science	Gr 3: 86% Gr 5-8: 85%	Gr 3: 88% Gr 5-8: 89%	*78%	78%	70%	73%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	88%	87%	*64%	61%	66%	65%
English: Writing	91%	91%	58%	66%	N/A	N/A
History and Social Sciences	*87%	90%	90%	84%	83%	82%
Mathematics	86%	*54%	57%	63%	72%	74%
Science	86%	89%	*79%	67%	64%	72%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Chesapeake City Public Schools

School: Carver Intermediate School

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of Chesapeake City School Board that Carver Intermediate School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. C. Jeff Bunn

Typed School Board Chair Name

School Board Chair Signature

July 15, 2016

Date

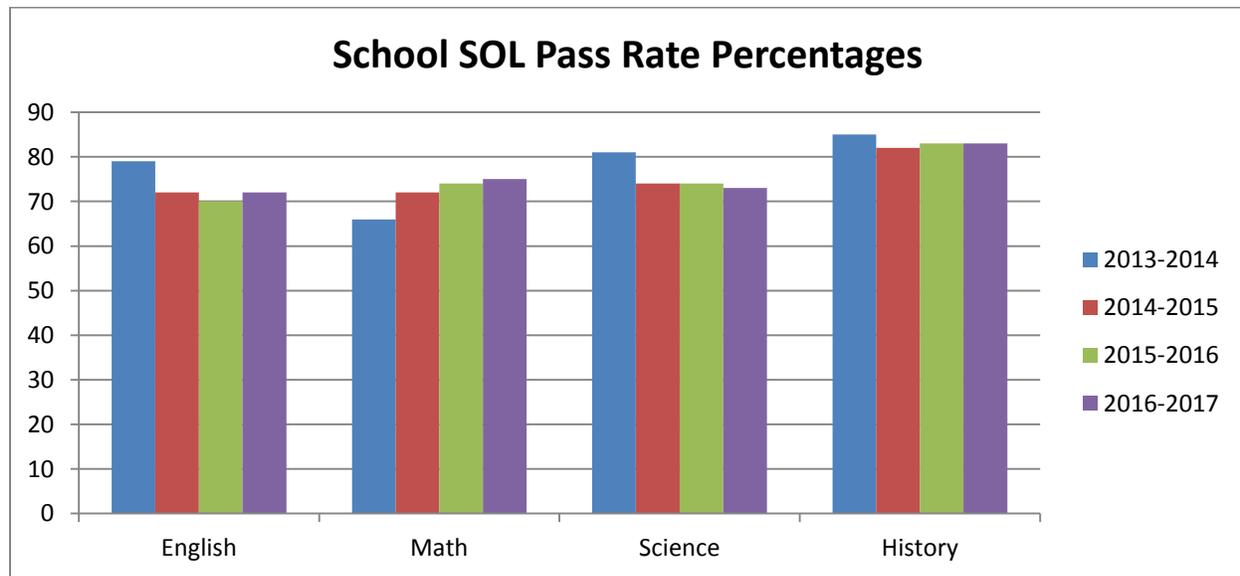
School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Chesapeake City		90.15% (CEP School)		
School		Title I Model		
Carver Intermediate School		Schoolwide		
Grade Level	Enrollment	English Language Learners	Special Education	
3	188	19	44	
4	203	30	36	
5	187	8	49	
Total	578	58	129	

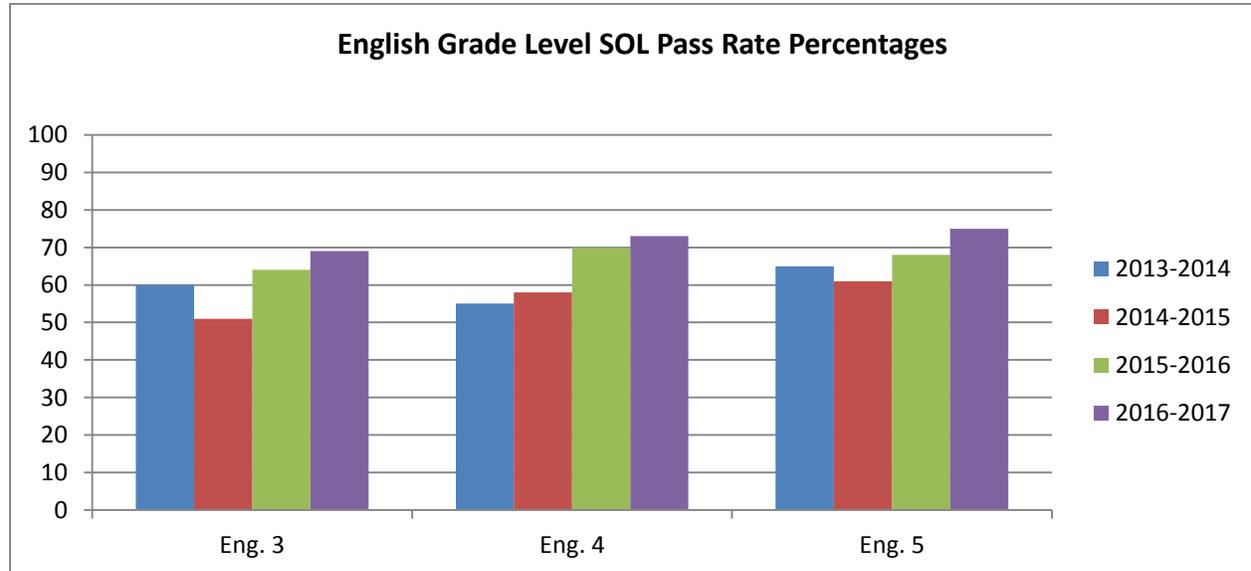
Accountability Pass Rates

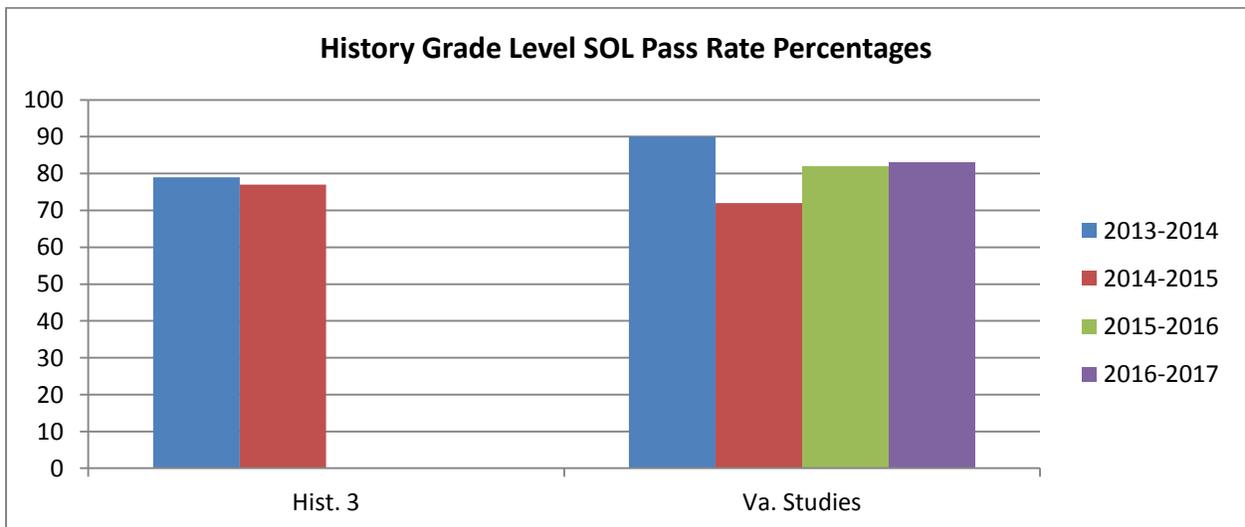
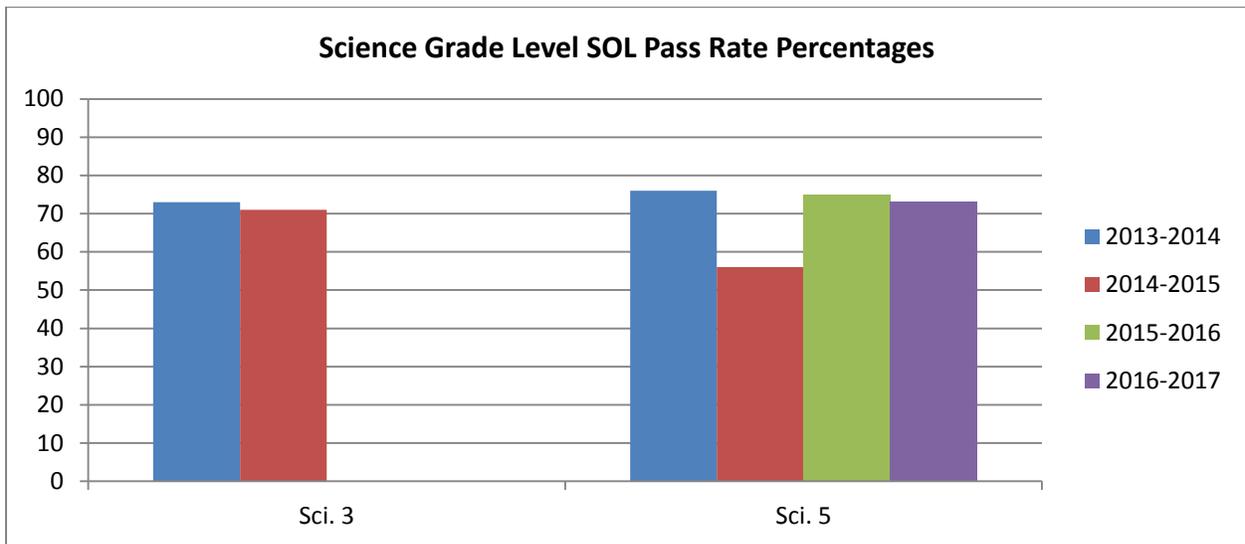
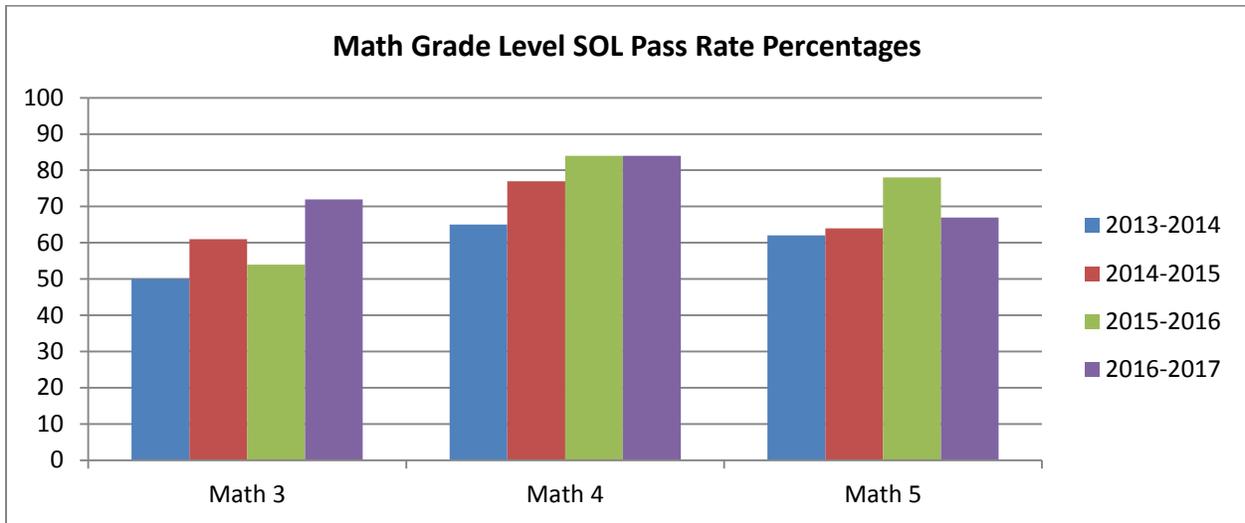
Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	79*	72*	70	72
Mathematics	66*	72*	74	75
Science	81*	74*	74	73
History	85	82*	83	83
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

*Indicates 3-Year Average Used



Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English 3	60	51	64	69
English 4	55	58	70	73
English 5	65	61	68	75
Math 3	50	61	54	72
Math 4	65	77	84	84
Math 5	62	64	78	67
Science 3	73	71	n/a	n/a
Science 5	76	56	75	73
History 3	79	77	n/a	n/a
Va. Studies	90	72	82	83
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a





Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
3 rd	10	0	6	0	2	2
4 th	7	0	1	1	3	2
5 th	6	0	3	0	2	1
Special Education	14	0	2	2	5	5
Instructional Support	7	0	1	2	1	.3
Total	44	0	13	5	13	13

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	n/a*	n/a*	
Number and percent of Exemplary teachers returning in 2016-2017	n/a*	n/a*	
Number and percent of Exemplary teachers leaving in 2016-2017	n/a*	n/a*	
Number and percent of teachers scoring Proficient in 2015-2016	20	100%	
Number and percent of Proficient teachers returning in 2016-2017	18	100%	
Number and percent of Proficient teachers leaving in 2016-2017	2	100%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	39	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0%	
Number and percent of new teachers to the school in 2016-2017	6	0%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0%	
Principal Information/Instructional Background			
Degree area (s)	Middle Education 4-8; Administration and Supervision Pre K-12		
Total years of educational experience	24 years		
Total years as an Assistant Principal	4 years		
Total years as a Principal	2 years		

Note: Our teacher evaluation system does not use “exemplary” as a rating.

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	1	N/A	N/A	N/A	N/A
*Sought/Obtained An Educational Position Outside the Division	N/A	N/A	N/A	N/A	N/A
*Sought/Obtained A Non-Educational Position Outside the Division	N/A	N/A	N/A	N/A	N/A
Advanced in Profession	N/A	N/A	N/A	N/A	N/A
Left Solely for Higher Pay	N/A	N/A	N/A	N/A	N/A
Personal Reasons (family, health, education)	1	N/A	2	N/A	N/A
Left During the School Year	N/A	N/A	N/A	N/A	N/A
Retired from Profession	N/A	N/A	N/A	N/A	N/A
Left Profession/Field	N/A	N/A	N/A	N/A	N/A
Resigned In Lieu of Dismissal/Termination	N/A	N/A	N/A	N/A	N/A
Dismissed/Non-Renewed	N/A	N/A	N/A	N/A	N/A
Other Reasons Not Identified Above	N/A	N/A	N/A	N/A	N/A

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: READING INTERVENTION</p> <p>School-wide Power Up (intervention) is conducted every day from 8:30 AM to 9:00 AM based on weekly common/formative assessments. Everyone in the building participated in this intervention allowing additional adult instructional support to be present in the classroom.</p>	<p>INSTRUCTIONAL PROGRAM: READING INTERVENTION</p> <p>During the 2016-2017 school year Power Up will continue; however, the third grade team will each have a licensed/certified teacher (reading specialist, Title I reading teacher, the guidance counselor, the media specialist, our TIS, one of our paraprofessionals, and/or our Speech Therapists) pushing into the classroom to ensure our third grade students are provided with sound instructional support in order to meet success on the 2017 reading SOL. Administration will continue to monitor Power up lesson plans, data sheets, and exit tickets.</p>	<p>INSTRUCTIONAL PROGRAM: READING INTERVENTION</p> <p>Over the past four years our third grade students have had the lowest pass rates on the reading SOL assessment (60%, 51%, 64%, and 68%). Though there has been a steady increase over the last few years, there is still a need to provide additional supports for our 3rd grade students in the area of reading. It is anticipated with the additional licensed instructional supports in the classroom, student performance on the SOL test will increase by at least 7%.</p>
<p>INSTRUCTIONAL PROGRAM: READING INTERVENTION</p> <p>At the 3rd grade level, those students who were PALS identified received small group PALS remediation during Power Up to increase word recognition and spelling skills.</p>	<p>INSTRUCTIONAL PROGRAM: READING INTERVENTION</p> <p>According to our feeder’s school PALS data, the percentage of PALS identified students who will be entering 3rd grade has decreased significantly. Therefore during the 2016-2017 school year, students who are PALS identified will be grouped according to PALS data during Power Up to work on specific reading skills with one of our school’s licensed equity tutors.</p>	<p>INSTRUCTIONAL PROGRAM: READING INTERVENTION</p> <p>It is anticipated that the number of PALS identified students will decrease and the number of third graders passing the third grade reading SOL assessment will increase.</p> <p>As a result, the SOL pass rate in reading will exceed 75%.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: READING INTERVENTION</p> <p>This year after-school remediation took place during the months of December, February, and April. Our feeder school (Portlock Primary) supported this program by remediating small groups of students during the month of April only. Our before school remediation program (the RISE Mentorship and Peer Tutoring Program) for 3rd and 4th graders was a month long program that took place from 7 a.m. to 8 a.m. Tuesday and Thursday mornings during the month of April. Our RISE program was facilitated by our teaching staff, but scholar athletes from our school's basketball and step team provided support with instruction.</p>	<p>INSTRUCTIONAL PROGRAM: READING INTERVENTION</p> <p>During the 2016-2017 school year, before and after-school remediation will be offered again; however, we will begin in the month of October using data obtained from common and/or formative classroom assessments. Additionally we will solicit the support of our feeder schools at the onset of the program and plan with these teachers to ensure our students are receiving the most effective instruction that can be given.</p> <p>Before school remediation will take place earlier in the school year as well and will be vertically aligned with the after-school program.</p>	<p>INSTRUCTIONAL PROGRAM: READING INTERVENTION</p> <p>As a result of these interventions, it is anticipated that those students receiving remediation will pass the SOL reading test and the 2017 reading SOL pass rate will exceed 75%.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: VERTICAL ARTICULATION</p> <p>During the 2015-2016 school year, our school participated in several vertically aligned activities with our primary feeder school that required teachers from both schools to collaborate during our November In-service Day. During that time both teams plan and discuss strategies for 3rd Grade SOL Remediation sessions that would prove to be most effective with our students.</p>	<p>INSTRUCTIONAL PROGRAM: VERTICAL ARTICULATION</p> <p>During the 2016-2017 school year, Portlock and Carver will continue to collaborate to increase student academic achievement. We will also extend an invitation to Oscar Smith Middle School to work on vertical alignment and articulation. We will begin with an initial summer meeting to discuss students' strengths, weaknesses, effective school programs, and instructional supports in the area of reading that are provided on the different levels.</p>	<p>INSTRUCTIONAL PROGRAM: VERTICAL ARTICULATION</p> <p>It is anticipated that this type of collaboration will result in increased classroom rigor, a better understanding of student academic needs on all levels including: cross-curricular connections; and a variety of shared ideas, techniques, and strategies that can be used to increase the pass rate percentage on the reading SOL test.</p> <p>This change will assist with decreasing the PALS identification rate in third grade and will assist with increasing the number of students reading on or above grade level in grades 3-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>
<p>INSTRUCTIONAL PROGRAM: VERTICAL ARTICULATION</p> <p>During the 2015-2016 school year G.W. Carver and Portlock Primary worked as a team to place all rising second graders in the proper 3rd grade class. Particular attention was given to placing students in a balanced proportioned learning environment.</p>	<p>INSTRUCTIONAL PROGRAM: VERTICAL ARTICULATION</p> <p>During the 2016-2017 these placement meetings with our feeder school will continue but with a focus on interventions, strategies, and school-wide practices that were beneficial at the primary level that can be adapted at the intermediate level.</p>	<p>INSTRUCTIONAL PROGRAM: VERTICAL ARTICULATION</p> <p>It is anticipated that placement meetings with our feeder school will continue to afford teachers the opportunity to discuss, collaborate, and exchange ideas/ strategies that will not only ensure students are placed in the right instructional setting, but will also allow specific interventions to be put into place prior to the student's arrival.</p> <p>This change will also assist with decreasing the PALS identification rate in third grade and will assist with increasing the number of students reading on or above grade level in grades 3-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: ASSESSMENT</p> <p>During the 2015-2016 school year our students were given online Benchmark Literacy Assessments beginning in February to assess their knowledge of vital reading skills.</p>	<p>INSTRUCTIONAL PROGRAM: ASSESSMENT</p> <p>During the 2016-2017 school year students will be given online Benchmark Literacy Assessments beginning October 2016.</p>	<p>INSTRUCTIONAL PROGRAM: ASSESSMENT</p> <p>It is anticipated that providing students with online assessments earlier in the school year will provide them with the practice they need to proficiently master the use of online testing tools prior to the 2017 Spring assessments.</p> <p>This change will also assist with decreasing the PALS identification rate in third grade and will assist with increasing the number of students reading on or above grade level in grades 3-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>
<p>INSTRUCTIONAL PROGRAM: READING INTERVENTION</p> <p>Reading remediation for students eligible for SOL expedited retakes was provided in a timely manner. Our primary feeder school assisted with remediation on the 3rd grade level by instructing small groups of 3rd grade reading students eligible for expedited retakes. The primary principal chose teachers who had strong backgrounds in the area of reading instruction to conduct these small remedial groups.</p>	<p>INSTRUCTIONAL PROGRAM: READING INTERVENTION</p> <p>This year the administrative team reviewed specific teachers' success rates on the 3rd grade reading SOL test and formulated remediation groups based on teachers' strengths in this area. Other grade levels were given the option to formulate their own remediation groups. During the 2016-2017 school year, the administrative team, working alongside the reading team will examine <i>every</i> teacher's success rate on each grade level and assist in formulating the strong remediation groups.</p>	<p>INSTRUCTIONAL PROGRAM: READING INTERVENTION</p> <p>It is anticipated that allowing teachers who are strong in the content area of reading to remediate those students who must retake the reading SOL will ensure a higher pass rate on the SOL test as evident by the 3rd grade team's 75% SOL remediation pass rate for SOL retakes.</p> <p>This change will also assist with decreasing the PALS identification rate in third grade and will assist with increasing the number of students reading on or above grade level in grades 3-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: COACHING</p> <p>Currently the Literacy Team (Reading Specialist, our (2) Title I Reading Teachers, our Media Specialist, and the Administrative Team) meet once a week on Friday from 2 p.m. until the end of the school day to discuss reading concerns and to prepare for the upcoming week. Throughout the school year the Reading Specialist and the (2) Title I Reading Teachers are responsible for acquiring data, conducting small reading groups, and coaching any teachers who may find the curriculum challenging.</p>	<p>INSTRUCTIONAL PROGRAM: COACHING</p> <p>During the 2016-2017 school year the Literacy Team will still meet on Friday, but the meeting time will change to 11 a.m.. Often the end of the day presents a series of unexpected events that pulls one or two members of the team away during the original meeting time.</p> <p>We will also increase our membership to include members of the English Language Learners (ELL) team and Special Education (SPED) team to provide a broader view. This will allow all members of the team to meet uninterrupted. In addition to the increase in members and the time change, the team of reading specialists within the group will continue to coach any teacher who finds the reading curriculum to be a challenge. However, if no improvement is noted, the administrative team will be informed and these teachers will be monitored, coached, and supported by the reading team and administration until these challenges are met with success.</p> <p>Additionally, GW Carver’s Literacy Team will meet with Portlock Primary School’s Literacy Team on a quarterly basis to discuss strengths, weaknesses and common trends between the two schools.</p>	<p>INSTRUCTIONAL PROGRAM: COACHING</p> <p>It is anticipated that consistently meeting as a Literacy Team will promote and inspire ideas, strategies, and interventions to improve our current reading program. Including members of the ELL team and the SPED department will also help us address the needs of two of our larger populations (SPED and ELL students) and assist us with increasing the SOL pass rate for these subgroups. The intense monitoring of challenged teachers will increase the rigor of classroom instruction and ensure the use of best practices.</p> <p>Meeting with the feeder school will equip the primary school with the data and information needed to strengthen their instructional program and provide the intermediate school with vital information regarding lower level best practices that may benefit our struggling learners. This change will also assist with decreasing the PALS identification rate in third grade and will assist with increasing the number of students reading on or above grade level in grades 3-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: PEER OBSERVATION During the 2015-2016 school year, teachers who faced challenges in the area of reading instruction were provided opportunities to observe other teachers on their grade level who are strong in this content.</p>	<p>INSTRUCTIONAL PROGRAM: PEER OBSERVATION During the 2016-2017 school year, those teachers who masterfully teach reading will be videotaped. These tapes will be used to assist any teacher who may need additional assistance with teaching mini lessons; guided reading; read alouds; and/or reading Power Up groups.</p>	<p>INSTRUCTIONAL PROGRAM: PEER OBSERVATION It is anticipated that providing such a tool will strengthen classroom instruction and result in higher student academic performance and/or achievement in the classroom and on the state assessment.</p> <p>This change will also assist with decreasing the PALS identification rate in third grade and will assist with increasing the number of students reading on or above grade level in grades 3-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>
<p>INSTRUCTIONAL PROGRAM: READING INTERVENTION After the Spring 2016 SOL reading test was administered on all grade levels, 73 students were identified as students eligible to retake the test. Those students were given the title of the Secret Society of the 73 and given the mission to pass their retake. The entire group met in the cafeteria and each student was given a contract outlining what they would do to pass the test. They verbally pledged to do their very best. All members were given a personalized handwritten message from the principal the day of the test encouraging them to accomplish their mission. Teachers from the feeder school (Portlock) sent letters, wrote notes, and visited classrooms as well.</p>	<p>INSTRUCTIONAL PROGRAM: READING INTERVENTION During the 2016-2017 school year members of the 73 will continue to be monitored and encouraged to use the strategies, techniques, and methods they were taught to meet academic success and master their reading SOL test. The reading specialist will be responsible for pulling the monthly data for these specific students to monitor progress and make adjustments where needed.</p>	<p>INSTRUCTIONAL PROGRAM: READING INTERVENTION It is anticipated that during the 2016-2017 school year the students in this particular group will pass the Reading SOL test the first time given.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: COLLABORATIVE PLANNING</p> <p>Currently, all grade levels meet as a Professional Learning Community to discuss data for their specific grade level every Monday after school. These meetings are facilitated by a member of the reading team. Administration visited each meeting to answer questions or provide guidance, but did so in a rotation. Therefore no one grade level had an administrator the entire meeting time.</p>	<p>INSTRUCTIONAL PROGRAM: COLLABORATIVE PLANNING</p> <p>Since grades 3 and 4 did not meet the 75% pass rate on the Reading SOL, during the 2016-2017 school year, an administrator will be present during all PLC meetings for grades 3 and 4. PLC agendas, predetermined topics, and data points will be provided for all grade levels prior to the meeting day. The reading specialist will continue to facilitate during 5th grade PLC meetings using the same focal points as the administrative team.</p>	<p>INSTRUCTIONAL PROGRAM: COLLABORATIVE PLANNING</p> <p>It is anticipated that having an administrator present during these meetings will ensure that these teams effectively analyze student data; collaboration with one another; and design valid common formative assessments for their students based on the VA SOL objectives.</p> <p>This change will also assist with decreasing the PALS identification rate in third grade and will assist with increasing the number of students reading on or above grade level in grades 3-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>
<p>INSTRUCTIONAL PROGRAM: PROFESSIONAL DEVELOPMENT</p> <p>On the first Wednesday of every month the faculty meets in the library to celebrate accomplishments, acknowledge birthdays, and discuss school-wide/division-wide initiatives. Often subject area supervisors are invited to share data, best practices, or useful resources.</p>	<p>INSTRUCTIONAL PROGRAM: PROFESSIONAL DEVELOPMENT</p> <p>During the 2016-2017 school year the differentiated professional development will be provided the first Wednesday of every month. Teachers and support staff will participate in trainings such as goal-setting, classroom management, planning tools, instructional strategies, rubrics, backwards design, common/formative/summative assessments, and collaborative method for instruction.</p>	<p>INSTRUCTIONAL PROGRAM: PROFESSIONAL DEVELOPMENT</p> <p>It is anticipated that providing a variety of professional development opportunities will enhance/improve all teachers' current teaching practices. As a result our students will be exposed to effective classroom instruction and meet greater success on state assessments.</p> <p>This change will also assist with decreasing the PALS identification rate in third grade and will assist with increasing the number of students reading on or above grade level in grades 3-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: PROFESSIONAL DEVELOPMENT</p> <p>New teachers meet with the administrative team in the summer before the rest of the school’s teaching staff returns. During these meetings administration discusses school procedures/policies, essential instructional tools, schoolwide initiatives and programs, and the school community as a whole.</p>	<p>INSTRUCTIONAL PROGRAM: PROFESSIONAL DEVELOPMENT</p> <p>During the 2016-2017 school, in addition to this pre-school meeting, all new teachers will participate in New Teacher University trainings every Thursday after school. Participants will engage in 30 to 60 minute professional development sessions that will focus on research-based strategies that work to improve the reading and writing connection. These professional development opportunities will be offered to all teachers in the building, but new teachers will be required to attend.</p>	<p>INSTRUCTIONAL PROGRAM: PROFESSIONAL DEVELOPMENT</p> <p>It is anticipated that providing new teachers with additional in-house training will enhance their teaching skills and produce strong instructional classroom leaders who are confident in their pedagogy. This enhancement will also produce stronger student learners and result in higher student academic performance on the VA SOL assessments.</p> <p>This change will also assist with decreasing the PALS identification rate in third grade and will assist with increasing the number of students reading on or above grade level in grades 3-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>
<p>INSTRUCTIONAL PROGRAM: LEARNING TARGETS</p> <p>Teachers are required to have objectives posted in the front of the classroom.</p>	<p>INSTRUCTIONAL PROGRAM: LEARNING TARGETS</p> <p>During the 2016-2017 school year teachers will be required to display a preprinted white board with the day’s agenda, the SOL objective number, and “I can” statement as our learning target, and the essential question for reading.</p>	<p>INSTRUCTIONAL PROGRAM: LEARNING TARGETS</p> <p>It is anticipated that enhancing this method of setting objectives for the day will keep students focused and on task. It will also provide clear guidelines and a more intense focus for the day.</p> <p>This change will also assist with decreasing the PALS identification rate in third grade and will assist with increasing the number of students reading on or above grade level in grades 3-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: DATA MEETINGS</p> <p>During the current school year each grade level records and monitors their students' progress on universal screenings such as the Scholastic Reading Inventory assessment (SRI) at least three times throughout the year. In March, individual data discussions with administration were held prior to the SOL test. During these discussions, each teacher shared Zone Analysis Data with administration. This data placed students in one of three zones to identify low (red), medium (yellow), and high (green) learners. More in-depth discussion ensued for those students identified as having the potential to pass the SOL test (yellow zone). The teachers and administrators brainstormed ideas/interventions that could be put into practice to ensure that these students would succeed.</p>	<p>INSTRUCTIONAL PROGRAM: DATA MEETINGS</p> <p>During the 2016-2017 school year, individual data discussions will increase from one time a year to three times a year.</p>	<p>INSTRUCTIONAL PROGRAM: DATA MEETINGS</p> <p>It is anticipated that an increase in individual data discussion will hold teachers to a higher level of accountability level which will impact their instruction resulting in higher student academic performance in class and on the reading SOL.</p> <p>This change will also assist with decreasing the PALS identification rate in third grade and will assist with increasing the number of students reading on or above grade level in grades 3-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: LESSON PLANS</p> <p>During the 2015-2016 school year, all teachers were required to electronically submit their lesson plans. These plans were placed on rotation for careful review. With this system in place approximately 6 to 8 teachers lesson plans were intensely reviewed per week. Key components of the plan included: SOL objective, materials, vocabulary, cognitive level of the lesson, anticipatory set, guided practice, independent practice, closure, and assessments.</p>	<p>INSTRUCTIONAL PROGRAM: LESSON PLANS</p> <p>During the 2016-2017 school year, each member of the reading team and administration will review the reading plans of all SPED, Grade 3, Grade 4, and Grade 5 teachers. This will ensure that all reading lesson plans are being intensely reviewed every week. Areas of concerns will be discussed and addressed during the weekly Literacy Team meetings held on Friday and plans of action will be put into place to address areas of weakness.</p>	<p>INSTRUCTIONAL PROGRAM: LESSON PLANS</p> <p>It is anticipated that there will be stronger consistent planning across the grade levels and that our teachers will be prepared on a daily basis to equip our students with what they need to be proficient readers.</p> <p>This change will also assist with decreasing the PALS identification rate in third grade and will assist with increasing the number of students reading on or above grade level in grades 3-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>
<p>INSTRUCTIONAL PROGRAM: GRADE LEVEL COLLABORATION</p> <p>All teachers within a specific grade level are in close proximity of one another except grade 5.</p>	<p>INSTRUCTIONAL PROGRAM: GRADE LEVEL COLLABORATION</p> <p>During the 2016-2017 school year, 5th grade classrooms will be changed to ensure all teachers who teach grade five are in close proximity of one another.</p>	<p>INSTRUCTIONAL PROGRAM: GRADE LEVEL COLLABORATION</p> <p>It is anticipated that change will promote more precise teamwork, increased teacher accountability, and provide more opportunities for the sharing of lessons and/or effective instructional strategies. It will also increase our current 74.74% fifth-grade reading SOL pass rate by at least 5% based on the fifth-grade pass percent trend over the past three years.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>STAFFING: ADDITIONAL PROGRAMS</p> <p>Currently, there are two administrators in the building. Often times our students are not just referred to our offices for minor discipline problems, but many are faced with mental health challenges that range from suicidal statements, violent outbursts, and/or acts of aggression</p>	<p>STAFFING: ADDITIONAL PROGRAMS</p> <p>During the 2016-2017 school year our school will incorporate a Therapeutic Day Treatment Program (TDT) to assist with addressing the needs of some of our students who exhibit behaviors that are beyond our routine behavioral problems.</p>	<p>STAFFING: ADDITIONAL PROGRAMS</p> <p>It is anticipated that the number of incidents involving suicidal statements, violent outbursts, and/or acts of aggression will decrease resulting in more instructional time for the student and increasing his/her probability of high academic success.</p>
<p>INSTRUCTIONAL PROGRAM: DIVISION READING SUPPORT</p> <p>The division team meets with schools that are not fully accredited on a monthly basis. The format has included: whole group, feeder schools and individual schools.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION READING SUPPORT</p> <p>The school will meet with a division team on a monthly basis to analyze school data, discuss tier assignments, progress monitoring efforts and offer additional resources to support the school.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION READING SUPPORT</p> <p>This change will assist with increasing the number of students reading on or above grade level in grades 3-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>
<p>INSTRUCTIONAL PROGRAM: DIVISION SCIENCE SUPPORT</p> <p>The science supervisor collaborates with all schools to assist with the alignment of the written, taught and assessed curriculum.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION SCIENCE SUPPORT</p> <p>The science supervisor will continue to work with the school to analyze SOL data and determine areas of weakness in order to provide resources to address these areas. In addition, the supervisor will provide resources to ensure that experiments are conducted consistently with accuracy and fidelity.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION SCIENCE SUPPORT</p> <p>The school/feeder school will maintain full accreditation in science and will increase the pass rate a minimum of three points each school year.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: DIVISION MATH SUPPORT</p> <p>The math supervisor collaborates with all schools to assist with the alignment of the written, taught and assessed curriculum. In addition, professional development opportunities are offered for specifically identified teacher leaders in order to reinforce best practices.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION MATH SUPPORT</p> <p>The math supervisor will continue to offer professional development opportunities, focus meetings and work with schools in relation to the alignment of the written, taught and assessed curriculum. In addition, the math supervisor and Title I math coach will work with the school to unpack SOL math scores and determine specific areas of weakness for each grade level.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION MATH SUPPORT</p> <p>The school will maintain full accreditation in math and will increase the pass rate a minimum of three points each school year.</p>
<p>STAFFING: DIVISION SUPPORT</p> <p>The division has provided the school with a reading specialist, full day kindergarten teachers, Title I resource staff and a math coach to support to all Title I schools.</p>	<p>STAFFING: DIVISION SUPPORT</p> <p>In addition to the previous support, the division has hired a Title I coach that will work with the school to address weaknesses in all content areas with an emphasis on reading. This individual will work directly with the reading supervisor.</p>	<p>STAFFING: DIVISION SUPPORT</p> <p>This change will also assist with decreasing the PALS identification rate in third grade and will assist with increasing the number of students reading on or above grade level in grades 3-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>

Family Engagement

<p>Activity Implementation Timeline and Description</p>	<p>Anticipated Impact on Student Achievement in Warned Area(s)</p>
<p>During the 2016-2017 school year we will continue to hold regular meetings (Open House, PTA Meetings, and Parents as Educational Partners) to inform parents about the school curriculum, academic assessments, expected levels of proficiency, the Title I program and how Title I funds are used.</p>	<p>It is anticipated that continually keeping our parents well informed will increase our parents' understanding of our literacy initiatives and partner with us by supporting our efforts to inspire high achieving and proficient readers. This year we plan to make our newly appointed PTA president more visible and assessable during scheduled meetings to ensure our parents actively engaged in their students' learning.</p> <p>This change will also assist with decreasing the PALS identification rate in third grade and will assist with increasing the number of students reading on or above grade level in grades 3-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>
<p>During the 2016-2017 school year we will continue to provide parents with copies of the school Parent Involvement Plan and have available on request, copies of the District Parent Involvement Plan. The District Plan can also be found online at www.cpschools.com. Input will be solicited from parents in the development and the improvement of these documents on an annual basis.</p> <p>In addition, communication tools are used on a routine basis:</p> <ul style="list-style-type: none"> ○ Student Agendas ○ School Newsletter ○ Weekly Progress Updates (brown envelopes) ○ Phone Calls ○ Conferences 	<p>It is anticipated that constantly providing parents with vital information regarding our school/school division's parental involvement plans and directing them to sites that they can assess when they need to locate specific information will equip them with the resources they need to assist us with improving student achievement. During the 2016-2017 school year input will be solicited twice a year instead of annually.</p> <p>Our parents will reinforce specific reading skills, techniques, and/or strategies being taught at school during study time at home increasing their child's probability of passing the reading SOL test. This year we plan to make our newly appointed PTA president more visible and assessable to ensure our parents feel more connected and involved.</p> <p>This change will also assist with decreasing the PALS identification rate in third grade and will assist with increasing the number of students reading on or above grade level in grades 3-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>During the 2016-2017 school year we will continue to hold Family Nights to promote learning, literacy and home-school connections. Some of the events planned include: Literacy Night, Skate Night, Parents as Educational Partners, PTA Meetings/Events, Honor Roll Assemblies and the annual SOL Pass Party.</p>	<p>It is anticipated that continuing to promote literacy through fun and exciting activities such as “Family Night” makes learning to read more appealing. Rewarding and recognizing students for their accomplishments in the area of reading encourages our students to continue to strive for high academic performance in this content area. During these events, books are presented, guest readers share their favorite pieces of literature, and gift cards to Barnes and Noble are awarded. During the upcoming school year we will continue these activities and ensure that our parents are even more involved by allowing them to participate in the initial planning of these events. Additionally, the former SOL Pass Party that was designed to recognize students who passed any SOL test will be changed to SOL Super Celebration. This celebration will include any student who took the VA SOL and provide extra rewards for those who passed at least one of their SOL test.</p> <p>This change will also assist with decreasing the PALS identification rate in third grade and will assist with increasing the number of students reading on or above grade level in grades 3-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>

Closing Rationale with Trajectory of Progress

Listed below is a summary of the key components in our plan:

INSTRUCTIONAL PROGRAM

- PowerUp (RtI)
- PALS Intervention
- Focused Remediation
- Vertical Articulation
- Formative and Summative Assessments
- Coaching Opportunities
- Peer Observation Opportunities
- Collaborative Planning
- Professional Development
- Learning Targets
- Data Meetings
- Lesson Plan Analysis
- Monthly Meetings with Division Team
- Support from Subject Area Supervisors in all Content Areas

STAFF

- Therapeutic Services at School
- Division level Instructional Coach Assigned to the School

FAMILY ENGAGEMENT

- PTA Meetings
- Communication Tools
- Family Nights

In spite of the challenge of serving a community where nearly every family is eligible for free reduced lunch, we are proud of our academic success. Achievement scores rose in every area and reading fell just short of the benchmark.

Vertical collaboration and professional development planning has already begun this month with the new principal of the school whose Kindergarten through second grade students come to our school for their intermediate school career. The greater continuity of instruction between the two schools will ensure that our rising second graders are reading on grade level.

We are analyzing data with great specificity to further determine our grade level, test and teacher strengths and weaknesses. Professional development will target those needs. We are certain that the strategies in our plan will ensure that we meet our trajectory of progress below and see even great student success.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016 Pass Rate	2016-2017 Pass Rate	2017-2018 Projected Pass Rate	2018-2019 Projected Pass Rate
English	70	72	75	78
Math	74	75	78	81
Science	74	73	76	79
History	83	83	86	89

**Virginia Department of Education
State/Federal Accountability Data
George W. Carver Intermediate
Grades: 03 - 05
Chesapeake City**

Attachment F1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 84%	Gr 3-5: 90%	*79%	62%	70%	73%
Mathematics	84%	*76%	63%	72%	74%	75%
History and Social Sciences	*Gr 3: 79% *Gr 4-8: 87%	Gr 3: 82% Gr 4-8: 87%	85%	76%	83%	83%
Science	Gr 3: 80% Gr 5-8: 81%	Gr 3: 86% Gr 5-8: 88%	*75%	74%	74%	73%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

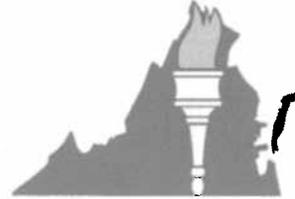
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	Title I - School Wide Program
2014-2015	2013-2014	Improvement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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	83%	91%	*60%	57%	67%	70%
English: Writing	88%	86%	69%	67%	N/A	N/A
History and Social Sciences	*84%	86%	85%	75%	83%	83%
Mathematics	84%	*52%	59%	67%	71%	72%
Science	82%	88%	*75%	59%	75%	73%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Chesapeake City Public Schools

School: Portlock Primary School

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of Chesapeake City School Board that Portlock School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. C. Jeff Bunn

July 15, 2016

Typed School Board Chair Name

School Board Chair Signature

Date

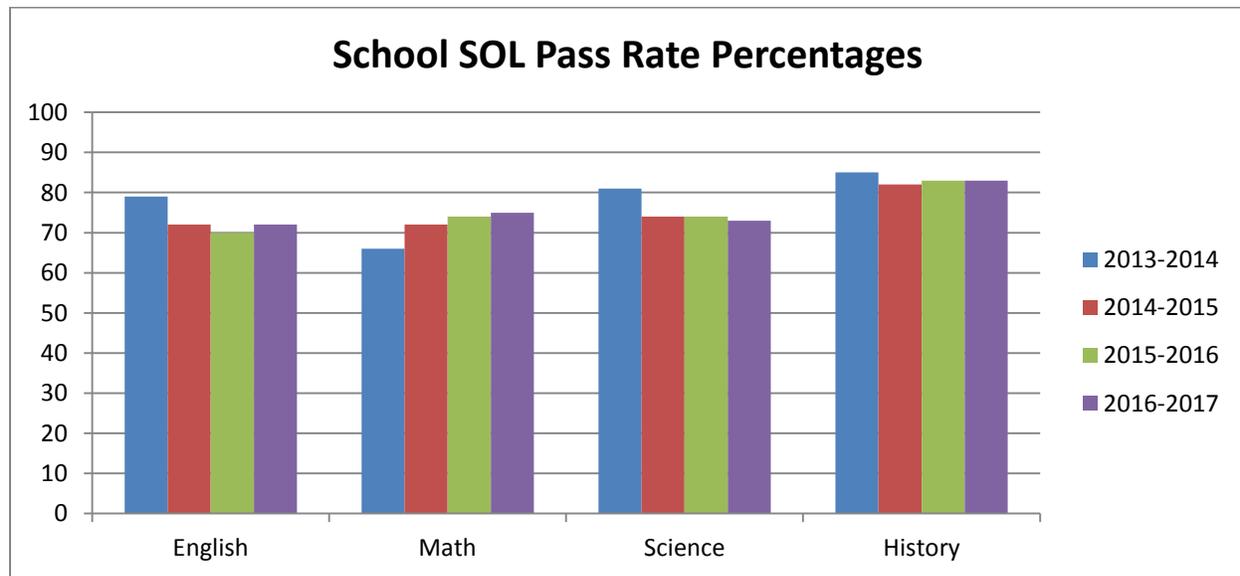
School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Chesapeake City		90.07% (CEP School)		
School		Title I Model		
Portlock Primary School		School wide		
Grade Level	Enrollment	English Language Learners	Special Education	
K	187	32	25	
1	185	26	22	
2	185	26	26	
Total	557	82	83	

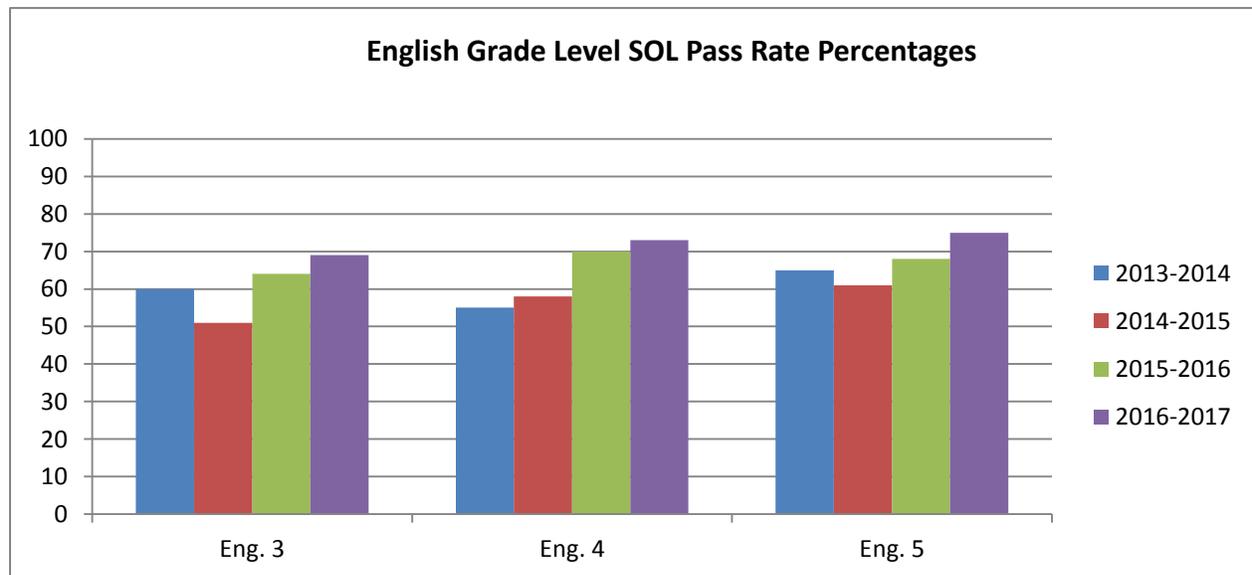
Accountability Pass Rates

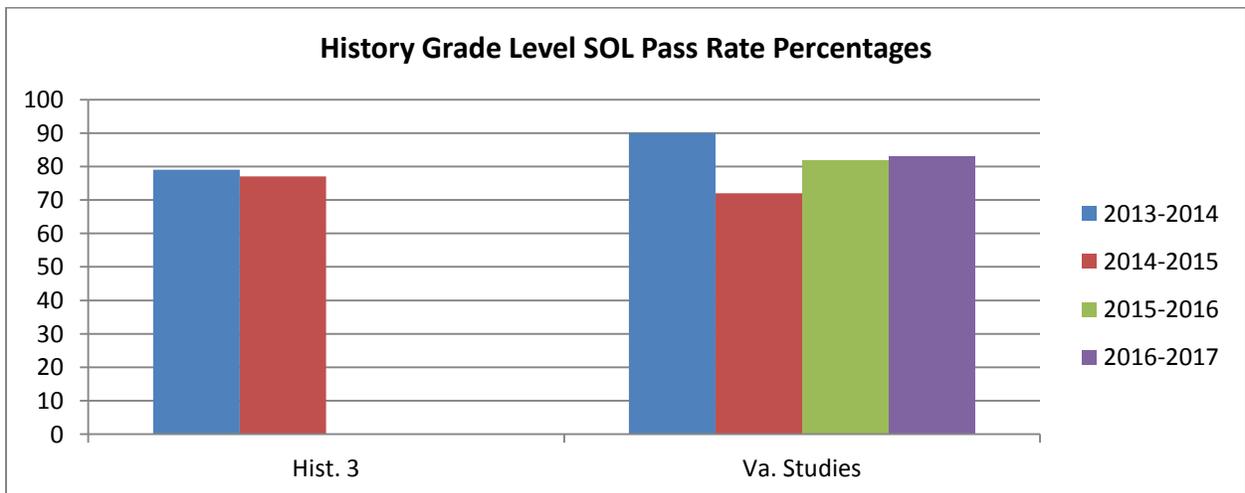
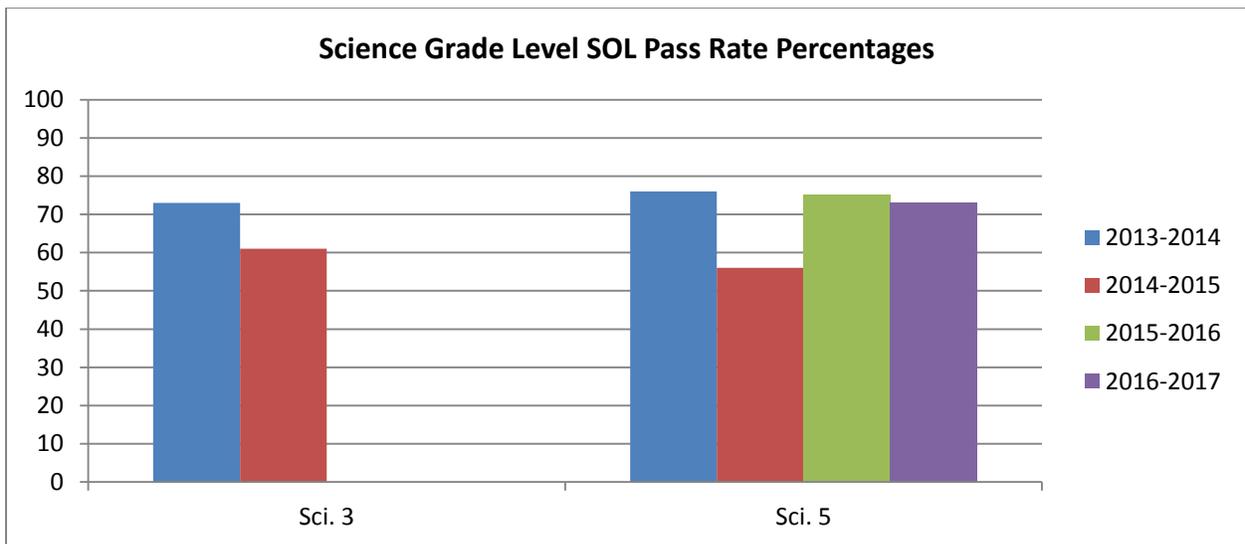
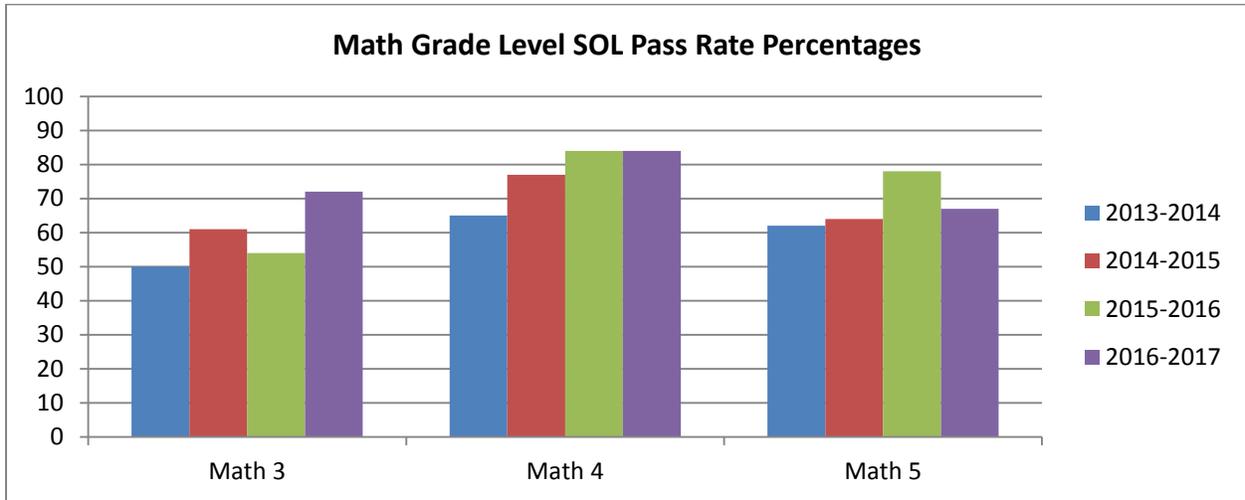
Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	79*	72*	70	72
Mathematics	66*	72*	74	75
Science	81*	74*	74	73
History	85	82*	83	83
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

*Indicates 3-Year Average Used

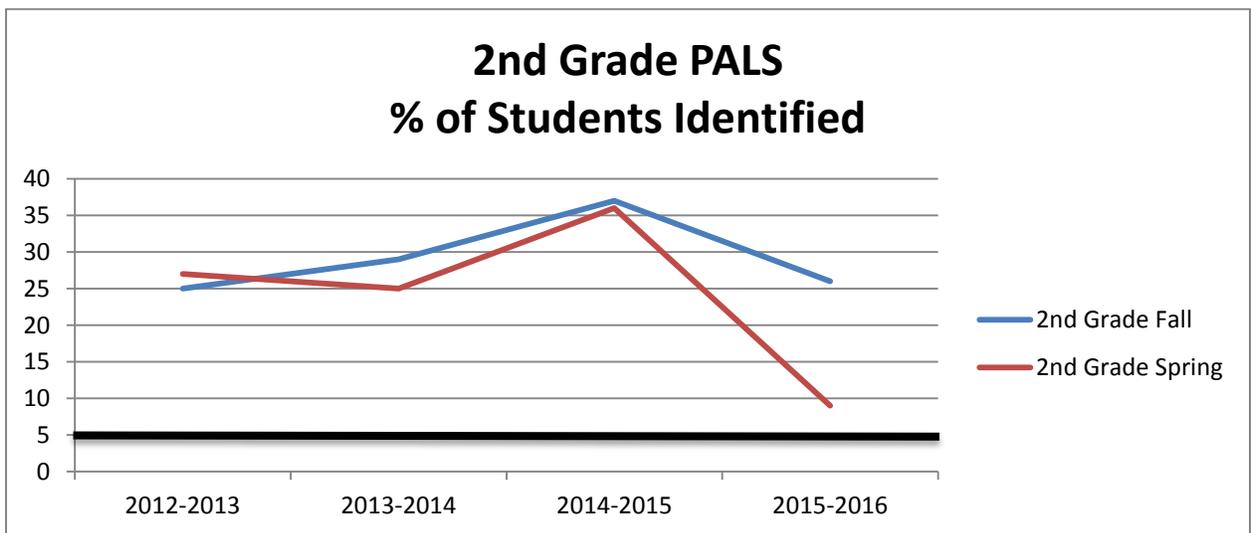
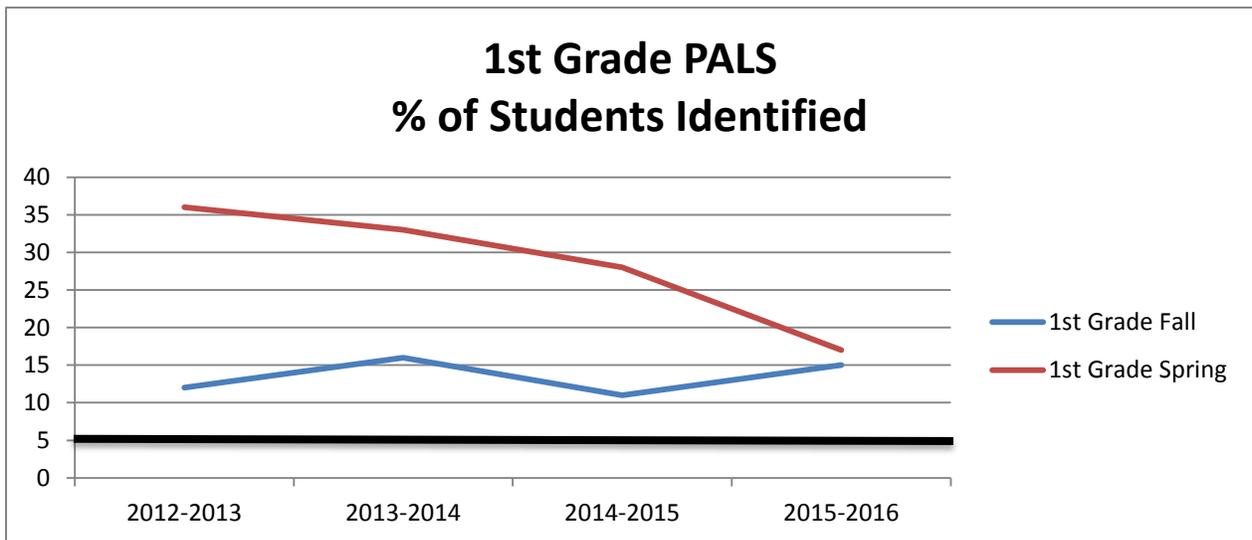
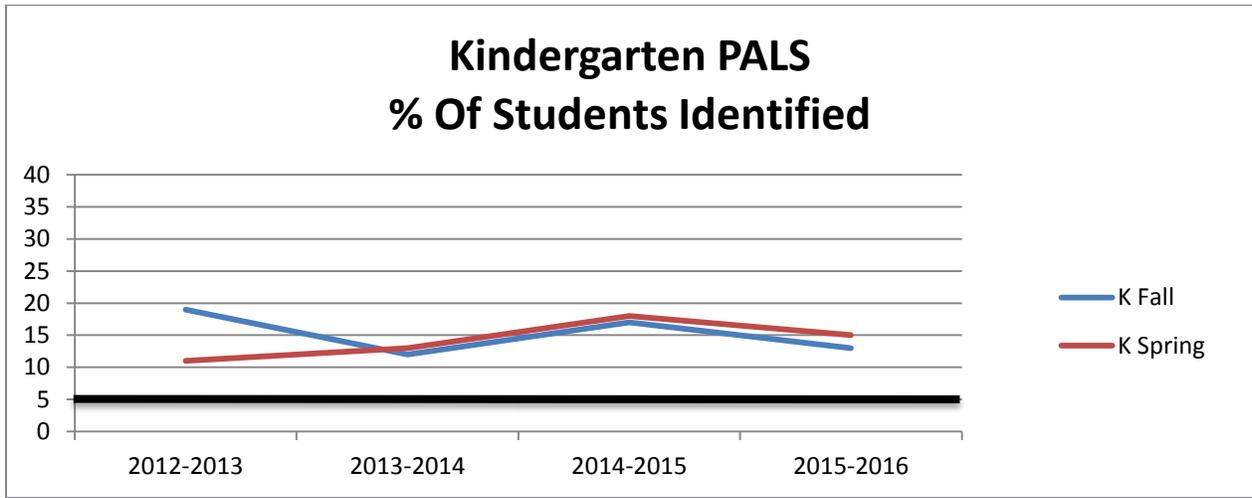


Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English 3	60	51	64	69
English 4	55	58	70	73
English 5	65	61	68	75
Math 3	50	61	54	72
Math 4	65	77	84	84
Math 5	62	64	78	67
Science 3	73	61	n/a	n/a
Science 5	76	56	75	73
History 3	79	77	n/a	n/a
Va. Studies	90	72	82	83
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a





Grade Level Pass Rates – PALS Identification



Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016-2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	11	0	2	1	6	2
1 st	10	0	0	5	4	1
2 nd	10	2	0	3	4	3
Special Education	10	1	1	2	3	4
Instructional Support	8	1	1	n/a	n/a	n/a
Total	49	4	4	10	17	10

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	n/a*	n/a*	
Number and percent of Exemplary teachers returning in 2016-2017	n/a*	n/a*	
Number and percent of Exemplary teachers leaving in 2016-2017	n/a*	n/a*	
Number and percent of teachers scoring Proficient in 2015-2016	11	100%	
Number and percent of Proficient teachers returning in 2016-2017	9	82%	
Number and percent of Proficient teachers leaving in 2016-2017	2	18%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	49	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0%	
Number and percent of new teachers to the school in 2016-2017	2	4%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0%	
Principal Information/Instructional Background – New Principal Appointed on July 1, 2016			
Degree area (s)	BA Early Childhood, Masters in Education, Endorsement in Supervision		
Total years of educational experience	25		
Total years as an Assistant Principal	5		
Total years as a Principal	6		

Note: Our teacher evaluation system does not use “exemplary” as a rating.

Principal Information is reflective of the newly assigned building principal.

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			1		
*Sought/Obtained An Educational Position Outside the Division	1		1		
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)			1		
Left During the School Year	1				
Retired from Profession	1				
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

Reconstitution Information

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>GOVERNANCE: ADMINISTRATION</p>	<p>GOVERNANCE: ADMINISTRATION A new principal was appointed effective July 1, 2016. This individual has a strong background in early literacy and has implemented several successful student achievement initiatives at her previous school. Her reading background coupled with her intermediate experience will certainly benefit the school improvement process.</p>	<p>GOVERNANCE: ADMINISTRATION We anticipate that the immediate and increased focus on primary literacy initiatives on all grade levels will enable Portlock Primary to cultivate stronger readers thus resulting in a higher percentage of 2nd grade students moving to Carver Intermediate reading on or above grade level. This focus will ensure greater success on SOL assessments and academic performance.</p>

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: READING INTERVENTIONS School-wide POWERUP (intervention) was in place daily from 8:00 a.m. – 8:30 a.m. three times per week. Targeted skills were: word recognition and spelling patterns. In addition, kindergarten students worked on the added skill of concept of word. All regular teachers, resource teachers, and teacher assistants were assigned to a POWERUP block to provide a second adult in each classroom, thus allowing for small group, differentiated instruction.</p>	<p>INSTRUCTIONAL PROGRAM: READING INTERVENTIONS School-wide POWERUP (intervention) will be increased to five times per week at each grade level. In addition to PALS remediation/intervention, all grades will focus on comprehension skills and metacognitive strategies.</p> <p>Kindergarten teachers will implement a form of POWERUP each day through specifically designed interventions based on each child’s current level of progress in literacy development. This will allow for one general guided reading experience and one specific intervention/enrichment opportunity each day. Teachers will utilize a POWERUP lesson plan as designed.</p>	<p>INSTRUCTIONAL PROGRAM: READING INTERVENTIONS Kindergarten students will decrease the percentage of students identified (in PALS) from Fall to Spring.</p> <p>Grade 1 will decrease the percent of PALS identified students from 15% in Spring (of their Kindergarten year) to 9% in Spring 2017 (of their first grade year).</p> <p>Grade 2 will reduce the PALS identified percent from 17% in Spring (of their first grade year) to 5% in Spring 2017 (of their second grade year).</p>
<p>INSTRUCTIONAL PROGRAM: LITERACY CONFERENCES Literacy conferences were held 2 times during the 2015-2016 school year to discuss the literacy progress of all students – especially those identified as in need of PALS interventions and those having difficulty reaching grade level literacy goals.</p>	<p>INSTRUCTIONAL PROGRAM: LITERACY CONFERENCES Literacy conferences will be held four times per year beginning in early October to discuss each student and his/her needs. During each conference, teachers, administrators, literacy team members and other support will develop appropriate plans of support. Specifically identified students will then be added to a WATCH LIST and will be discussed at the first and third PLC meeting each month to determine progress and what new interventions are needed. Additional literacy conferences will be scheduled in November, January and March to once again review ALL students.</p>	<p>INSTRUCTIONAL PROGRAM: LITERACY CONFERENCES Kindergarten students will decrease the percentage of students identified (in PALS) from Fall to Spring.</p> <p>Grade 1 will decrease the percent of PALS identified students from 15% in Spring (of their Kindergarten year) to 9% in Spring 2017 (of their first grade year).</p> <p>Grade 2 will reduce the PALS identified percent from 17% in Spring (of their first grade year) to 5% in Spring 2017 (of their second grade year).</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: FORMATIVE ASSESSMENTS</p> <p>Reading Teachers in grades K-2 analyzed comprehension data using assessments.</p>	<p>INSTRUCTIONAL PROGRAM: FORMATIVE ASSESSMENTS</p> <p>Using data gathered by comprehension assessments teachers in grades K-2 will develop common assessments that address school wide comprehension and word analysis weaknesses. Additionally, grade 2 will include in their common assessments those areas identified in the grade 3 assessment data from G. W. Carver Intermediation for the past 3 test administrations.</p>	<p>INSTRUCTIONAL PROGRAM: FORMATIVE ASSESSMENTS</p> <p>We anticipate that this additional focus will assist in improving Grade 3 SOL results to 75% or above in the area of English.</p> <p>Grade 1 will decrease the percent of PALS identified students from 15% in Spring (of their Kindergarten year) to 9% in Spring 2017 (of their first grade year).</p> <p>Grade 2 will reduce the PALs identified percent from 17% in Spring (of their first grade year) to 5% in Spring 2017 (of their second grade year).</p>
<p>INSTRUCTIONAL PROGRAM: LESSON PLAN FORMAT</p> <p>During the 2015-2016 school year teachers utilized the electronic lesson plan template provided by Benchmark Literacy. Observations by the administrative team revealed a lack of consistency in guided reading plans.</p>	<p>INSTRUCTIONAL PROGRAM: LESSON PLAN FORMAT</p> <p>Portlock Primary School will adhere to the Chesapeake Public Schools lesson plan guidelines for instruction. These guidelines are specifically aligned to the expectations provided by the VDOE.</p>	<p>INSTRUCTIONAL PROGRAM: LESSON PLAN FORMAT</p> <p>A school wide lesson plan template that aligns the written, taught, and tested curriculum will be monitored during all formal and informal observations and will provide fidelity among grade levels and improve our instructional program.</p> <p>Grade 1 will decrease the percent of PALS identified students from 15% in Spring (of their Kindergarten year) to 9% in Spring 2017 (of their first grade year).</p> <p>Grade 2 will reduce the PALs identified percent from 17% in Spring (of their first grade year) to 5% in Spring 2017 (of their second grade year).</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: VERTICAL ARTICULATION During the 2015-2016 school year teachers from Portlock Primary partnered with G.W. Carver Intermediate to collaborate, analyze data, and provide interventions to students both before and after school for 4 weeks prior to the SOL's and prior to the expedited retakes for Grade 3 reading. Staff were selected and sent based on expertise and their ability to connect with students they may have previously served. It is that personal connection that we feel made a difference in Grade 3 reading. Teachers from Portlock co- taught in an inclusion model allowing more differentiation to take place. All students taking expedited retakes received a personal note or card from students, teachers or administrators at Portlock.</p>	<p>INSTRUCTIONAL PROGRAM: VERTICAL ARTICULATION During the 2016-2017 school year Portlock Primary teachers will begin their mentorship and connection earlier. This will allow more time for connections prior to the Grade 3 reading administration. This mentorship will motivate students to do their best.</p>	<p>INSTRUCTIONAL PROGRAM: VERTICAL ARTICULATION We anticipate that this additional focus will assist in improving Grade 3 SOL results to 75% or above in the area of English.</p> <p>Grade 1 will decrease the percent of PALS identified students from 15% in Spring (of their Kindergarten year) to 9% in Spring 2017 (of their first grade year). Grade 2 will reduce the PALS identified percent from 17% in Spring (of their first grade year) to 5% in Spring 2017 (of their second grade year).</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: COLLABORATIVE PLANNING Teachers meet regularly in data meetings to discuss student progress.</p>	<p>INSTRUCTIONAL PROGRAM: COLLABORATIVE PLANNING Beginning in 2016-2017, teachers will meet weekly in grade level PLCs with guidance from administration and/or the reading team. During these meetings, teachers will discuss grade level plans, and the written, taught, and assessed curriculum. On the first and third PLC of each month, each teacher will discuss the students on his/her WATCH LIST and provide current progress data. PLC team members will provide ideas for each student in relation to interventions that could be implemented to address areas of concern.</p>	<p>INSTRUCTIONAL PROGRAM: COLLABORATIVE PLANNING We anticipate that this process will enable the entire grade level to work together to identify and assist all children – especially those identified on the WATCH LIST. This process will also assist with the Enhanced Student Teacher Assistance Team (RtI).</p> <p>We anticipate that this additional focus will assist in improving Grade 3 SOL results to 75% or above in the area of English.</p> <p>Grade 1 will decrease the percent of PALS identified students from 15% in Spring (of their Kindergarten year) to 9% in Spring 2017 (of their first grade year). Grade 2 will reduce the PALS identified percent from 17% in Spring (of their first grade year) to 5% in Spring 2017 (of their second grade year).</p>
<p>INSTRUCTIONAL PROGRAM: PROFESSIONAL DEVELOPMENT Teachers received professional development based on new resources and initiatives.</p>	<p>INSTRUCTIONAL PROGRAM: PROFESSIONAL DEVELOPMENT Beginning 2016-2017 teachers and paraprofessionals will receive differentiated professional development based on trend data and information gleaned during their PLCs.</p>	<p>INSTRUCTIONAL PROGRAM: PROFESSIONAL DEVELOPMENT We anticipate that this process will enable teachers/paraprofessionals to improve their teaching and support in order to better serve the children in their classes – especially those identified on the WATCH LIST.</p> <p>We anticipate that this additional focus will assist in improving Grade 3 SOL results to 75% or above in the area of English. Grade 1 will decrease the percent of PALS identified students from 15% in Spring (of their Kindergarten year) to 9% in Spring 2017 (of their first grade year). Grade 2 will reduce the PALS</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
		identified percent from 17% in Spring (of their first grade year) to 5% in Spring 2017 (of their second grade year).
<p>INSTRUCTIONAL PROGRAM: READING STRATEGIES The teachers currently use Benchmark Literacy as the primary resource for literacy instruction.</p>	<p>INSTRUCTIONAL PROGRAM: READING STRATEGIES Beginning 2016-2017, the entire faculty and staff will utilize the metacognitive strategies offered through Benchmark Literacy. This focus will allow the school to focus on strategies as a unit in both content and resource classes.</p>	<p>INSTRUCTIONAL PROGRAM: READING STRATEGIES We anticipate that a whole school approach and focus on strategy development will increase student understanding and achievement.</p> <p>Grade 1 will decrease the percent of PALS identified students from 15% in Spring (of their Kindergarten year) to 9% in Spring 2017 (of their first grade year). Grade 2 will reduce the PALS identified percent from 17% in Spring (of their first grade year) to 5% in Spring 2017 (of their second grade year).</p>
<p>INSTRUCTIONAL PROGRAM: READING AND MATH INTERVENTION STRATEGIES Although iREADY® reading and math programs were offered as a resource by our division, the school did not implement the programs with fidelity.</p>	<p>INSTRUCTIONAL PROGRAM: READING AND MATH INTERVENTION STRATEGIES Beginning 2016 – 2017, identified students in grades 1 and 2 will utilize the iREADY® reading and math program as a TIER II intervention as assigned.</p>	<p>INSTRUCTIONAL PROGRAM: READING AND MATH INTERVENTION STRATEGIES We anticipate that this added resource and support will enable our identified students to firm up gaps in their primary math and reading foundations. As a result, the number of students identified as below basic will be reduced by a minimum of 10%.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: WRITING CURRICULUM</p> <p>Writing instruction was primarily offered during the literacy block at all grade levels.</p>	<p>INSTRUCTIONAL PROGRAM: WRITING CURRICULUM</p> <p>Beginning 2016-2017, writing will be implemented in all content and resources areas and at all grade levels. The administrative and/or literacy team will monitor collaboration minutes and lesson plans to ensure this expectation is being implemented with fidelity.</p>	<p>INSTRUCTIONAL PROGRAM: WRITING CURRICULUM</p> <p>We anticipate that this expectation will improve both writing and comprehension skills at each grade level, increasing student achievement and ensuring 80% of second grade students to transition to third grade reading on or above grade level.</p>
<p>INSTRUCTIONAL PROGRAM: VERTICAL ARTICULATION</p> <p>In-Service Training opportunities have specifically been held in January per our school/division.</p>	<p>INSTRUCTIONAL PROGRAM: VERTICAL ARTICULATION</p> <p>Beginning 2016-2017, Portlock Primary and G. W. Carver Intermediate will work together to plan and run a combined In-Service Training Day in November. The training and professional development opportunities will focus on specific areas of need per trend data and will be offered to teachers based on their specific needs.</p>	<p>INSTRUCTIONAL PROGRAM: VERTICAL ARTICULATION</p> <p>We anticipate that offered differentiated professional development opportunities using trend and teacher/staff data will allow both teams to improve areas of concern earlier in the year thus allowing opportunities for teacher growth and student achievement. We anticipate that this additional focus will assist in improving Grade 3 SOL results to 75% or above in the area of English. Grade 1 will decrease the percent of PALS identified students from 15% in Spring (of their Kindergarten year) to 9% in Spring 2017 (of their first grade year). Grade 2 will reduce the PALS identified percent from 17% in Spring (of their first grade year) to 5% in Spring 2017 (of their second grade year).</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: DIVISION READING SUPPORT</p> <p>The division team meets with schools that are not fully accredited on a monthly basis. The format has included: whole group, feeder schools and individual schools.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION READING SUPPORT</p> <p>The school will meet with a division team on a monthly basis to analyze school data, discuss tier assignments, progress monitoring efforts and offer additional resources to support the school.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION READING SUPPORT</p> <p>This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level at K, 1, and 2 to 80% or higher.</p>
<p>INSTRUCTIONAL PROGRAM: DIVISION SCIENCE SUPPORT</p> <p>The science supervisor collaborates with all schools to assist with the alignment of the written, taught and assessed curriculum.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION SCIENCE SUPPORT</p> <p>The science supervisor will continue to work with the school to analyze SOL data and determine areas of weakness in order to provide resources to address these areas. In addition, the supervisor will provide resources to ensure that experiments are conducted consistently with accuracy and fidelity.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION SCIENCE SUPPORT</p> <p>The school/feeder school will maintain full accreditation in science and will increase the pass rate a minimum of three points each school year.</p>
<p>INSTRUCTIONAL PROGRAM: DIVISION MATH SUPPORT</p> <p>The math supervisor collaborates with all schools to assist with the alignment of the written, taught and assessed curriculum. In addition, professional development opportunities are offered for specifically identified teacher leaders in order to reinforce best practices.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION MATH SUPPORT</p> <p>The math supervisor will continue to offer professional development opportunities, focus meetings and work with schools in relation to the alignment of the written, taught and assessed curriculum. In addition, the math supervisor and Title I math coach will work with the school to unpack SOL math scores and determine specific areas of weakness for each grade level.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION MATH SUPPORT</p> <p>The school will maintain full accreditation in math and will increase the pass rate a minimum of three points each school year.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: PRESCHOOL PROGRAM</p> <p>Chesapeake Public Schools supported the YMCA with the implementation of the Virginia Preschool Initiative.</p>	<p>INSTRUCTIONAL PROGRAM: PRESCHOOL PROGRAM</p> <p>During the 2016-2017 term our school division will take over the Virginia Preschool Initiative and will expand the program by adding 56 new preschool slots. The preschool program will be offered in 7 of our most “at-risk” schools and will serve 360 children.</p>	<p>INSTRUCTIONAL PROGRAM: PRESCHOOL PROGRAM</p> <p>We will increase students’ readiness levels when entering kindergarten, as determined by screening tools and PALS assessment.</p>
<p>STAFFING: DIVISION SUPPORT</p> <p>The division has provided the school with a reading specialist, full day kindergarten teachers, Title I resource staff, and a math coach to support all Title I schools. As a result of Title I funding, this school also has full day kindergarten.</p>	<p>STAFFING: DIVISION SUPPORT</p> <p>In addition to the previous support, the division has hired a Title I coach that will work with the school to address weaknesses in all content areas with an emphasis on reading. This individual will work directly with the Supervisor for Reading.</p>	<p>STAFFING: DIVISION SUPPORT</p> <p>This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level at K, 1, and 2 to 80% or higher.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>During the 2015-2016 school year, the parent and/or guardians of all students identified through PALS or those reading below grade level were invited to attend FAMILY NIGHTS and were given strategies and materials that could be used to work on word recognition and spelling at home. Activity logs were provided. Attendance rate for parents was approximately 60%. During the 2016-2017 both daytime and evening times will be offered in October, January and May. Incentives will be given for students who return activity logs.</p>	<p>We anticipate that our school will have an increased number of parents who will participate in this event and we will increase the number of packets distributed. We hope to improve word recognition and spelling skills of students, thus decreasing the number of students identified through PALS. Additionally, we hope to see an increase in the future percentage of grade 3 students who pass the English SOL.</p>
<p>Summer packets of word cards, leveled readers, fluency phrases, and suggested reading activities to prevent summer slide were given to all identified students (PALS), students not reading at targeted levels, and students slated for retention. Parents were sent a parent alert to pick up packets the first week in June between 2:00 p.m. and 7:00 p.m. A total of 43% of our parents called and received packets. During the upcoming 2016-2017 school year, the literacy team will begin this process earlier scheduling multiple day and evening pick up times. Reminders will be sent by PAS.</p>	<p>This activity will decrease the number of students identified in PALS and increase the future percentage of grade 3 students who pass the English SOL.</p>
<p>Portlock held four meetings Parent Education Programs (PEP) to assist with meeting the needs of our Hispanic community during the 2015-2016 school year. PEP will be held monthly during the 2016 – 2017 school year and parents will be given a variety of options as to when they can attend.</p>	<p>We hope that this opportunity will assist with decreasing the number of ELL students that were identified by PALS. Last year (grade 1), 50% of the ELL students were identified in PALS. We would like to decrease this percentage to 25% or less during the 2016- 2017 term.</p>
<p>PTA board meetings are held monthly and parents are encouraged to be active participants. Instructional materials and strategies are provided by teachers and support staff at each meeting to encourage parents to work with their child(ren) at home in order to decrease the PALS identification rate and improve student achievement.</p>	<p>This will decrease the number of identified students in PALS and increase the future percentage of grade 3 students who pass the English SOL.</p>

Closing Rationale with Trajectory of Progress

Listed below is a summary of the components of our plan:

GOVERNANCE

New Administration

INSTRUCTIONAL PROGRAM

- PowerUp (RtI)
- Literacy Conferences
- Common Assessments
- Lesson Plans = Aligned Written, Taught, and Assessed Curriculum
- Mentor Connections
- Collaboration – PLC – Watch List – Data Discussions
- Differentiated Professional Development
- Chesapeake Preschool Initiative
- Metacognitive Strategies
- iREADY – Reading & Math
- Scientific Investigation/ LABS
- Writing Across the Curriculum
- Vertical Articulation - In-Service Training Day

FAMILY ENGAGEMENT

- Parent Engagement Opportunities
- Family Nights
- Summer Support Packets
- PTA Meetings
- Parent Education Programs – Hispanic Families

Portlock Primary School’s accreditation is tied to G. W. Carver Intermediate School because Portlock students attend Carver for grades 3-5. The two schools are increasing their collaboration to ensure a seamless instructional program. Students at Portlock have made tremendous progress over the past years and are very close to meeting and exceeding the accreditation benchmark. Our goal at Portlock is to give the primary students a stronger foundation and ensure that we send more students to the testing grades reading on grade level. We have carefully analyzed our assessment data with specificity to determine grade level, subject and teacher weaknesses and will target professional development and support to meet those needs. Division support and increased administrative monitoring will ensure greater consistency with our instructional program. We are confident that the strategies contained in this plan will ensure that we meet the trajectory of progress below.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016 Pass Rate	2016-2017 Pass Rate	2017-2018 Projected Pass Rate	2018-2019 Projected Pass Rate
English	70	72	75	78
Math	74	75	78	81
Science	74	73	76	79
History	83	83	86	89

**Virginia Department of Education
State/Federal Accountability Data
Portlock Primary
Grades: PK - 02
Chesapeake City**

Attachment F1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 84%	Gr 3-5: 90%	*79%	62%	70%	73%
Mathematics	84%	*76%	63%	72%	74%	75%
History and Social Sciences	*Gr 3: 79% *Gr 4-8: 87%	Gr 3: 82% Gr 4-8: 87%	85%	76%	83%	83%
Science	Gr 3: 80% Gr 5-8: 81%	Gr 3: 86% Gr 5-8: 88%	*75%	74%	74%	73%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

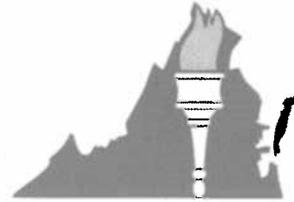
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	Title I - School Wide Program
2014-2015	2013-2014	Improvement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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	83%	91%	*60%	57%	67%	70%
English: Writing	88%	86%	69%	67%	N/A	N/A
History and Social Sciences	*84%	86%	85%	75%	83%	83%
Mathematics	84%	*52%	59%	67%	71%	72%
Science	82%	88%	*75%	59%	75%	73%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Chesapeake City Public Schools

School: Rena B. Wright Primary School

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of Chesapeake City School Board that Rena B. Wright Primary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. C. Jeff Bunn

C. Jeff Bunn

July 15, 2016

Typed School Board Chair Name

School Board Chair Signature

Date

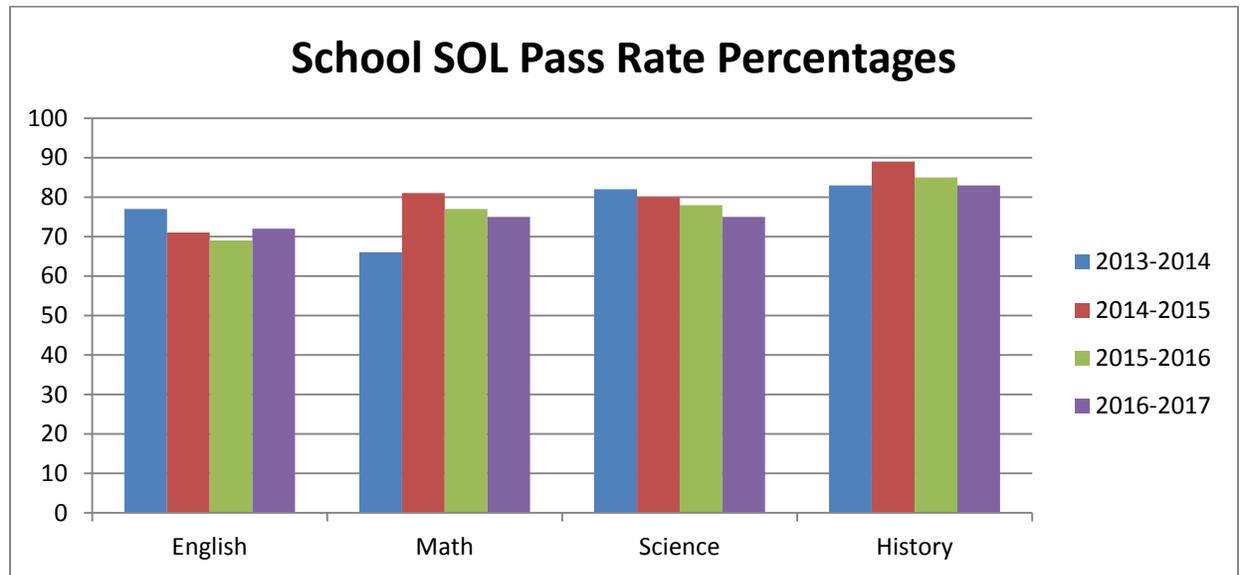
School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Chesapeake City		90.03% (CEP School)		
School		Title I Model		
Rena B. Wright Primary School		Schoolwide		
	Grade Level	Enrollment	English Language Learners	Special Education
	PSH	16	0	16
	K	100	3	14
	1	114	2	10
	2	103	0	15
	Total	333	5	55

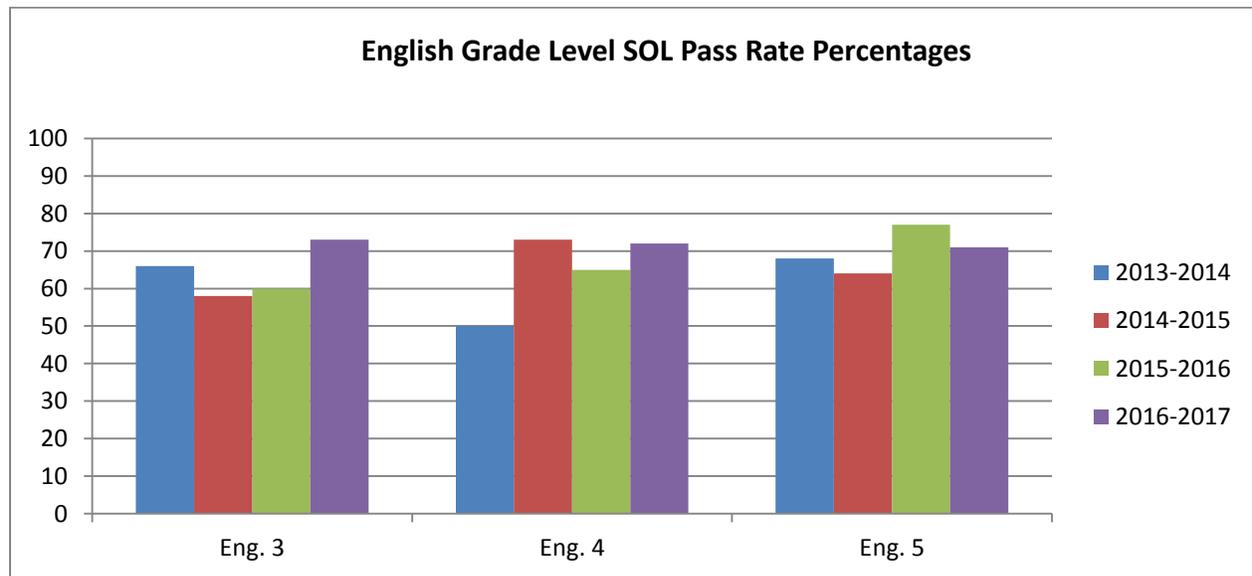
Accountability Pass Rates

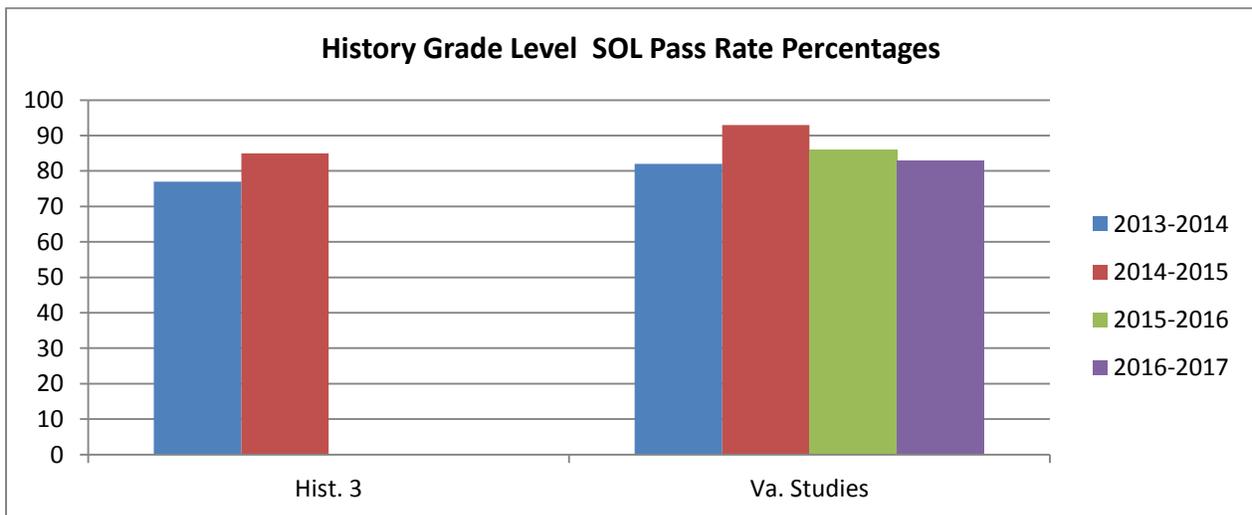
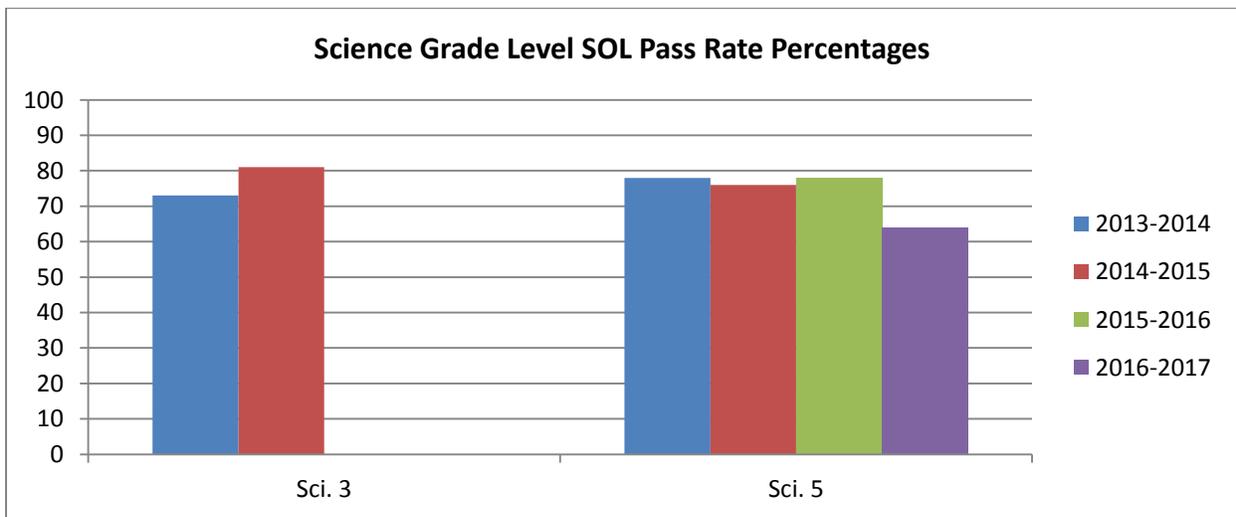
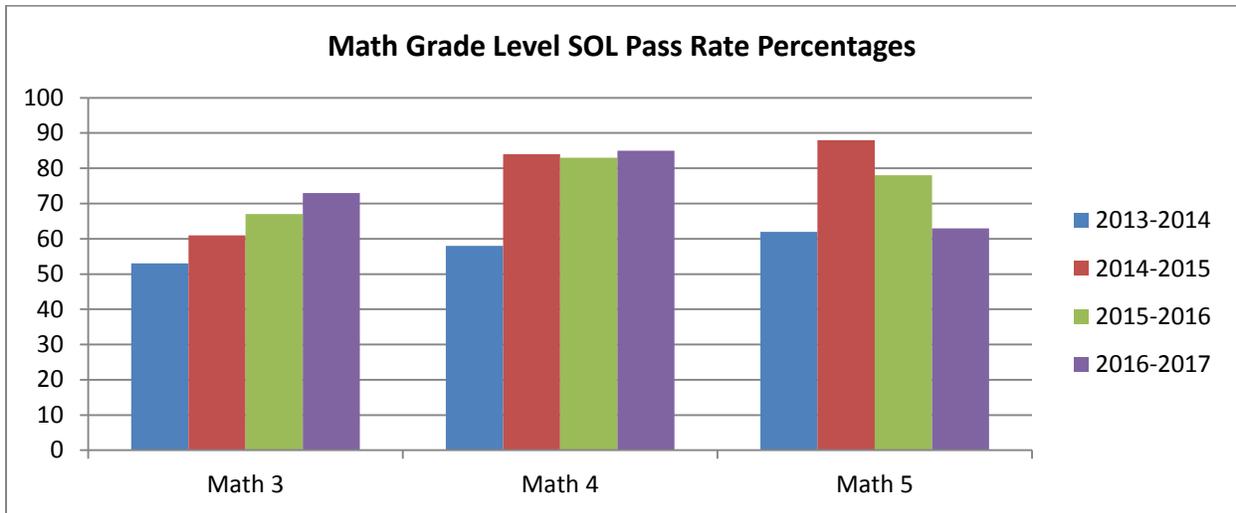
Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	77*	71*	69	72
Mathematics	66*	81	77	75
Science	82*	80*	78	75*
History	83*	89	85	83
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

*Indicates 3-Year Average Used

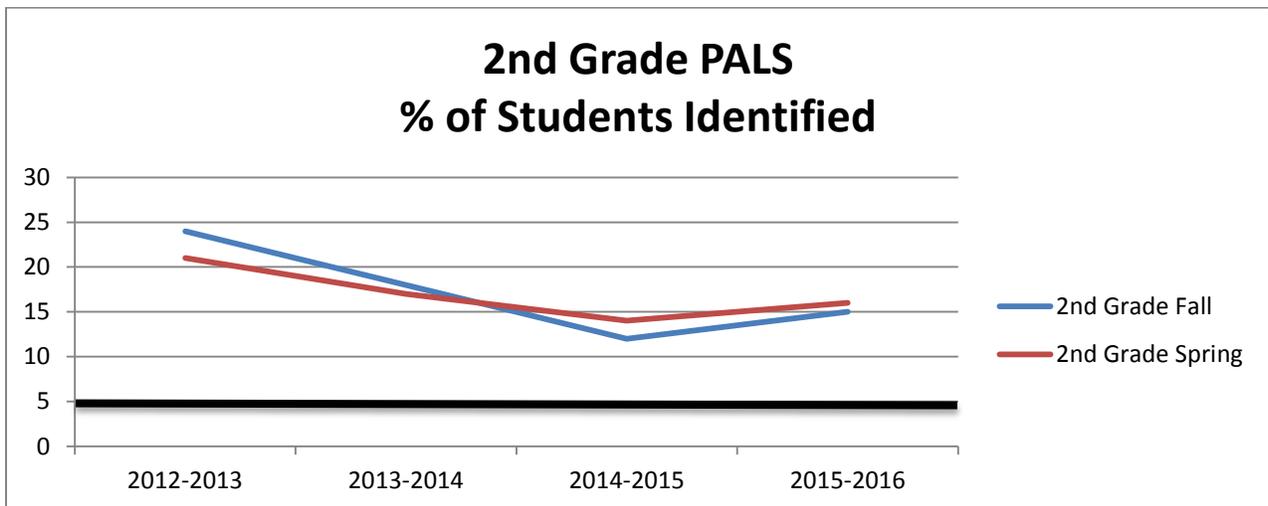
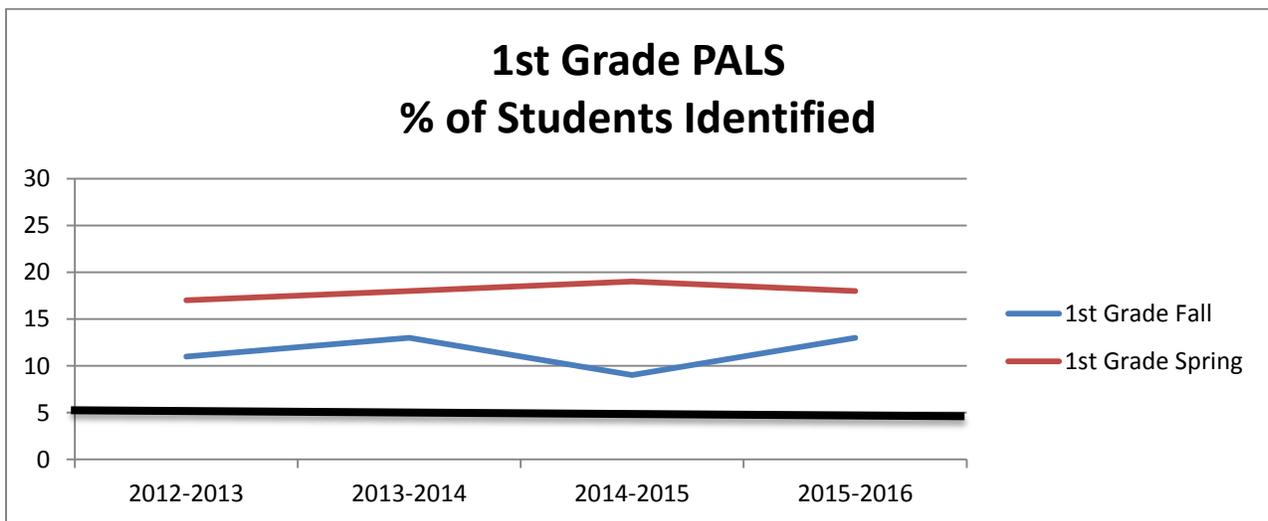
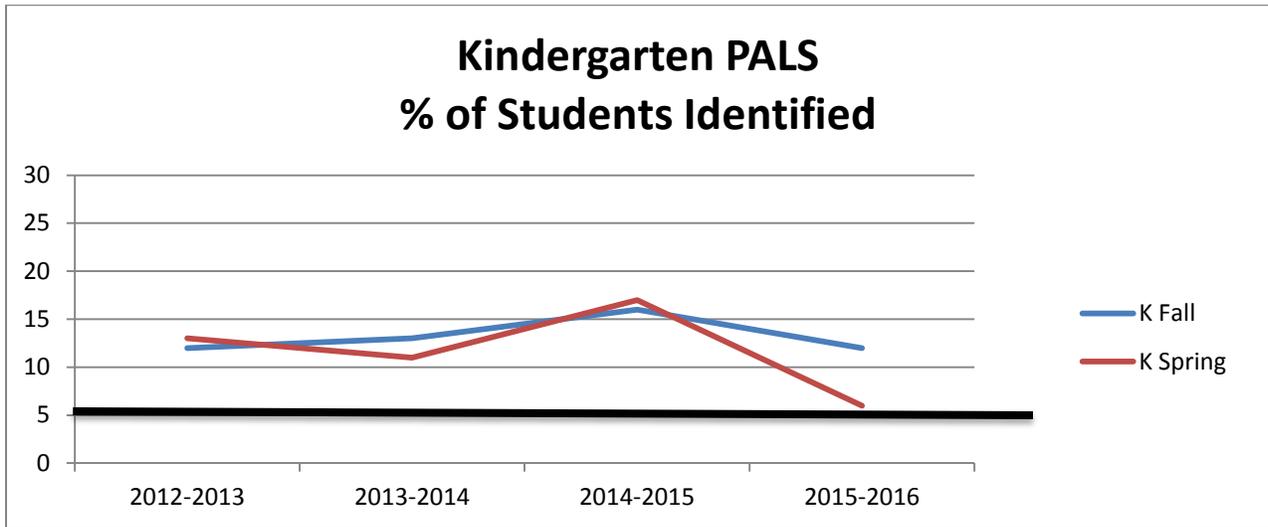


Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English 3	66	58	60	73
English 4	50	73	65	72
English 5	68	64	77	71
Math 3	53	61	67	73
Math 4	58	84	83	85
Math 5	62	88	78	63
Science 3	73	81	n/a	n/a
Science 5	78	76	78	64
History 3	77	85	n/a	n/a
Va. Studies	82	93	86	83
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a





Grade Level Pass Rates – PALS Identification Scores



Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	6	1	1	0	1	4
1 st	6	1	1	0	1	4
2 nd	6	1	0	0	3	3
Special Education	6	0	1	2	2	1
Instructional Support	7	0	0	1	1	5
Total	31	3	3	3	8	17

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	n/a*	n/a*	
Number and percent of Exemplary teachers returning in 2016-2017	n/a*	n/a*	
Number and percent of Exemplary teachers leaving in 2016-2017	n/a*	n/a*	
Number and percent of teachers scoring Proficient in 2015-2016	9	100%	
Number and percent of Proficient teachers returning in 2016-2017	8	89%	
Number and percent of Proficient teachers leaving in 2016-2017	1	11%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	30	100%	PSH, K-2 (Gen. Ed., Spec. Ed., Resource)
Number and percent of provisionally licensed teachers in 2016-2017	0	0%	
Number and percent of new teachers to the school in 2016-2017	2	3%	K and 1
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0%	
Principal Information/Instructional Background			
Degree area (s)	B.S. Elem. Ed. NK-4, M.A. Guidance & Counseling, Ed.S. Administration & Supervision K-12		
Total years of educational experience	33		
Total years as an Assistant Principal	2		
Total years as a Principal	10		

Note: Our teacher evaluation system does not use “exemplary” as a rating.

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	1		√		
*Sought/Obtained An Educational Position Outside the Division	0				
*Sought/Obtained A Non-Educational Position Outside the Division	0				
Advanced in Profession	n/a				
Left Solely for Higher Pay	n/a				
Personal Reasons (family, health, education)	n/a				
Left During the School Year	n/a				
Retired from Profession	n/a				
Left Profession/Field	n/a				
Resigned In Lieu of Dismissal/Termination	n/a				
Dismissed/Non-Renewed	n/a				
Other Reasons Not Identified Above	√				

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: READING CURRICULUM</p> <p>This past year, the school division implemented Benchmark Literacy® as a resource to support balanced literacy instruction. The school division provided training on how to use the resource to support shared reading, guided reading, comprehension mini-lessons, writing, and word study. The program places a heavy emphasis on non-fiction texts and comprehension skills including compare/contrast, inferences, sequencing, cause and effect, summarizing, main idea/supporting details, and drawing conclusions.</p>	<p>INSTRUCTIONAL PROGRAM: READING CURRICULUM</p> <p>Based on the 2016 SOL Reading test results from our feeder school at third grade and common assessment data provided by Benchmark Literacy®, we recognize the need to increase our emphasis on vocabulary development. In analyzing running records and comprehension checks, it was determined that many students have a limited vocabulary which creates a barrier to comprehension. We will continue to utilize Benchmark Literacy® and provide additional vocabulary resources. In addition, teachers will receive professional development training on how to incorporate vocabulary development into the written, taught and assessed curriculum on a daily basis and how to provide targeted instruction to those students who are struggling with vocabulary acquisition.</p>	<p>INSTRUCTIONAL PROGRAM: READING CURRICULUM</p> <p>With additional emphasis on vocabulary development and the monitoring of the written, taught and assessed curriculum, students will increase vocabulary levels as measured by running records and common formative assessments.</p> <p>This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level at K, 1, and 2 to 80% or higher.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: READING SCHEDULE</p> <p>The Rena B. Wright master schedule reflects a 2 ½ hour reading block. For 90 minutes of the reading block, a paraprofessional supports the teacher by working with students in small group literacy stations designed to reinforce concepts.</p>	<p>INSTRUCTIONAL PROGRAM: READING SCHEDULE</p> <p>We will continue to implement the 2 ½ hour reading block including 90 minutes of paraprofessional support. Students who are struggling to master concepts will receive daily support by both the teacher and the paraprofessional. Additionally, the master schedule will be revised to provide inclusion opportunities for special education students in grades K-2.</p>	<p>INSTRUCTIONAL PROGRAM: READING SCHEDULE</p> <p>The revised master schedule with a concentration on the inclusion model will result in increased performance by students in Tier I and Tier II as measured by classroom observations, running records, common assessments, etc.</p> <p>This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level at K, 1, and 2 to 80% or higher.</p>
<p>INSTRUCTIONAL PROGRAM: COLLABORATIVE PLANNING/PLC</p> <p>Rena B. Wright’s teachers collaborate on a weekly basis in grades K-2. The focus of these meetings is on the alignment of the written, taught and assessment curriculum to improve Tier I instruction.</p>	<p>INSTRUCTIONAL PROGRAM: COLLABORATIVE PLANNING/PLC</p> <p>For the 2016-2017 school year, teachers will continue to collaborate on a weekly basis. In addition to the focus on Tier I instruction, teachers will also review assessment data and discuss student progress in Tier II and Tier III. Specifically, teachers will create a watch list of students and will progress monitor to see if interventions are working. If not, teams will work together to discuss new interventions.</p>	<p>INSTRUCTIONAL PROGRAM: COLLABORATIVE PLANNING/PLC</p> <p>An increased focus on Tier II and Tier II instruction during collaborative planning will assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level at K, 1, and 2 to 80% or higher.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: PROFESSIONAL DEVELOPMENT</p> <p>The school has provided professional development to staff members based on areas of need.</p>	<p>INSTRUCTIONAL PROGRAM: PROFESSIONAL DEVELOPMENT</p> <p>Based on results of universal screenings, classroom observations, lesson plan reviews and formative and summative data, the school will focus on the following areas for professional development: Vocabulary Inclusion Using Data to Drive Instruction New Teachers Training Comprehension Development (K-2) CPI and PSH Training</p>	<p>INSTRUCTIONAL PROGRAM: PROFESSIONAL DEVELOPMENT</p> <p>This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level at K, 1, and 2 to 80% or higher.</p>
<p>INSTRUCTIONAL PROGRAM: READING INTERVENTION</p> <p>Using formative and summative data, students are put into tiers of support and the following interventions are assigned (above and beyond guided reading support provided by teacher and teacher assistant):</p> <p><u>Kindergarten</u>- Preschool teachers are used every afternoon to work with students needing letter identification, sound recognition, and rhymes based on PALS data. <u>First Grade/Second Grade</u>-PALS tutors are assigned to work with students (individually or in pairs) who were identified as not meeting the PALS benchmark. Also, “tiger time” which is the 30 minute Power Up part of our day, is designed to target students who need word study intervention. It should be noted that the second grade level focus shifts to comprehension intervention for the second semester instead of word study.</p>	<p>INSTRUCTIONAL PROGRAM: READING INTERVENTION</p> <p>While all grade levels will continue to focus on PALS, we will increase our focus on reading comprehension and specifically identified metacognitive strategies at all levels.</p> <p>Additionally, we propose goal setting using data and WATCH LISTS (students identified to be in Tiers II and III) to be discussed during individual teacher meetings, grade level collaboration and PLCs.</p>	<p>INSTRUCTIONAL PROGRAM: READING INTERVENTION</p> <p>This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level at K, 1, and 2 to 80% or higher.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>We use the iReady Reading software to expose our second graders to more online testing and build their stamina.</p>		
<p>INSTRUCTIONAL PROGRAM: VERTICAL ARTICULATION</p> <p>Rena B. Wright collaborates with our feeder school, Truitt Intermediate, on a quarterly basis to discuss best practices and strategies for improvement. Our first step was to forge a relationship of trust between our two reading teams which involved our Reading Specialist and one reading resource teacher. Also, all paraprofessionals were trained by our reading team using the Jan Richardson strategies for literacy development.</p>	<p>INSTRUCTIONAL PROGRAM: VERTICAL ARTICULATION</p> <p>During the 2016-2017 school year, we will continue the relationship we've established and extend the collaboration opportunity to include our second grade chairperson and LD teacher for second grade. This will help us identify historical areas of weakness and formulate a plan for implementing best practices for both the general ed. population and special ed. students. We will also include both teams in this process as we combine our schools for the division's designated professional development day in November. This will give us an opportunity to train together in the areas identified by data in order to mutually benefit each team and to foster a connection between the two schools.</p>	<p>INSTRUCTIONAL PROGRAM: VERTICAL ARTICULATION</p> <p>The administrative and reading teams along with our second grade staff will increase their ability to collaborate vertically and form an academic partnership that will lead to increased achievement on all levels.</p> <p>This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level at K, 1, and 2 to 80% or higher.</p>
<p>INSTRUCTIONAL PROGRAM: DIVISION INSTRUCTIONAL SUPPORT</p> <p>The division team meets with schools that are not fully accredited on a monthly basis. The format has included: whole group, feeder schools and individual schools.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION INSTRUCTIONAL SUPPORT</p> <p>The school will meet with a division team on a monthly basis to analyze school data, discuss tier assignments, progress monitoring efforts and offer additional resources to support the school.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION INSTRUCTIONAL SUPPORT</p> <p>This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level at K, 1, and 2 to 80% or higher.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: DIVISION SCIENCE SUPPORT</p> <p>The science supervisor for collaborates with all schools to assist with the alignment of the written, taught and assessed curriculum.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION SCIENCE SUPPORT</p> <p>The science supervisor will continue to work with the school to analyze SOL data and determine areas of weakness in order to provide resources to address these areas. In addition, the supervisor will provide resources to ensure that experiments are conducted consistently with accuracy and fidelity.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION SCIENCE SUPPORT</p> <p>The school/feeder school will maintain full accreditation in science and will increase the pass rate a minimum of three points each school year.</p>
<p>INSTRUCTIONAL PROGRAM: DIVISION MATH SUPPORT</p> <p>The math supervisor collaborates with all schools to assist with the alignment of the written, taught and assessed curriculum. In addition, professional development opportunities are offered for specifically identified teacher leaders in order to reinforce best practices.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION MATH SUPPORT</p> <p>The math supervisor will continue to offer professional development opportunities, focus meetings and work with schools in relation to the alignment of the written, taught and assessed curriculum. In addition, the math supervisor and Title I math coach will work with the school to unpack SOL math scores and determine specific areas of weakness for each grade level.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION MATH SUPPORT</p> <p>The school will maintain full accreditation in math and will increase the pass rate a minimum of three points each school year.</p>
<p>INSTRUCTIONAL PROGRAM: PRESCHOOL PROGRAM</p> <p>Chesapeake Public Schools supported the YMCA with the implementation of the Virginia Preschool Initiative.</p>	<p>INSTRUCTIONAL PROGRAM: PRESCHOOL PROGRAM</p> <p>During the 2016-2017 term our school division will take over the Virginia Preschool Initiative and will expand the program by adding 56 new preschools slots. The preschool program will be offered in 7 of our most “at-risk” schools and will serve 360 children.</p>	<p>INSTRUCTIONAL PROGRAM: PRESCHOOL PROGRAM</p> <p>Increase students’ readiness levels when entering kindergarten, as determined by screening tools and PALS assessment.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>STAFFING: DIVISION SUPPORT</p> <p>The division has provided the school with a reading specialist, full day kindergarten teachers, Title I resource staff and a math coach to support to all Title I schools. As a result of Title I funding, this school also has full day kindergarten.</p>	<p>STAFFING: DIVISION SUPPORT</p> <p>In addition to the previous support, the division has hired a Title I coach that will work with the school to address weaknesses in all content areas with an emphasis on reading. This individual will work directly with the Supervisor for Reading.</p>	<p>STAFFING: DIVISION SUPPORT</p> <p>This change will also assist with decreasing the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level at K, 1, and 2 to 80% or higher.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Rena B. Wright Primary will convene an annual opening Parent Teacher Association meeting/Open House the first month of the school year. Curriculum and assessment information, academic progress, school personnel information and involvement opportunities will be made available to all parents at the annual meeting. Rena B. Wright Primary’s principal will review established benchmarks for achieving state accreditation and measures defined by federal legislation.</p>	<p>The Open House will provide parents with information regarding expectations and the importance of an open line of communication between staff and parents. With the increased support from home, there will be a decrease in the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level at K, 1, and 2 to 80% or higher.</p>
<p>Parent Handbooks will be distributed outlining important goals for the new school year. It includes general expectations for attendance, communication, the dress code, learning environment, academics, safety, behavior, and discipline as well as other operational procedures.</p>	<p>The handbook will provide parents with information regarding expectations and the importance of an open line of communication between staff and parents. With the increased support from home, there will be a decrease in the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level at K, 1, and 2 to 80% or higher.</p>
<p>Rena B. Wright Primary will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:</p> <ol style="list-style-type: none"> 1. Family Literacy Night activities planned by the principal and staff; 2. holding at least three parent meetings per year; 3. parenting skills workshops will be offered by the parent liaison and other educators during the course of the year. 4. sponsoring the Parent Power-Up program where parents/guardians meet for workshop sessions spread out over the course of six to seven weeks to receive free, instructional materials and information to help their child at home. <p>These opportunities will target the parents of students in Tier II and Tier III to provide additional practice for students beyond the school day and also give parents information on how to support their child at home.</p>	<p>These sessions will provide parents with information regarding curriculum and resources to work with their child at home. With the increased support from home, there will be a decrease in the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level at K, 1, and 2 to 80% or higher.</p>

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Rena B. Wright Primary involves parents of students in Parent Literacy Night events, PTA events, Parent Power-Up, and Watch D.O.G.S. and monitors parent participation in school-sponsored events, parent conferences, field trips, and volunteerism by using a parent involvement punch card system where parents earn points for attending and their student collects a reward.</p>	<p>These sessions will provide parents with information regarding curriculum and resources to work with their child at home. With the increased support from home, there will be a decrease in the PALS identification rate to 5% or lower at K, 1, and 2 and will assist with increasing the number of students reading on or above grade level at K, 1, and 2 to 80% or higher.</p>

Closing Rationale with Trajectory of Progress

Listed below is a summary of the key components of our plan:

INSTRUCTIONAL PROGRAM

- School-wide Focus on Identified Weak Areas from SOL Data
- Vertical Articulation with Feeder School
- Collaboration – PLC – Watch List – Data Discussions
- Division Support with Reading and Math Instruction (Additional Staff, Subject Area Supervisor Support and Monthly Meetings with Division Team)
- Differentiated Professional Development
- Chesapeake Preschool Initiative
- Metacognitive Strategies
- Scientific Investigation/ LABS
- Vertical Articulation - In-Service Training Day

FAMILY ENGAGEMENT

- Parent Engagement Opportunities with a Focus on Parents of Students in Tier II and Tier III
- Communication Tools
- Family Nights
- PTA Meetings

Rena B. Wright Primary School’s accreditation is tied to Truitt Intermediate School because Rena B. Wright’s K-2 students attend Truitt for grades 3-5. The two schools are increasing their collaboration to ensure a seamless instructional program. Students at Truitt have made tremendous progress over the past years and are very close to meeting and exceeding the accreditation benchmark. Our goal at Rena B. Wright is to give the primary students a stronger foundation and ensure that we send more students to the testing grades reading on grade level. We have carefully analyzed our assessment data with specificity to determine grade level, subject and teacher weaknesses and will target professional development and support to meet those needs. We are confident that the strategies contained in this plan will ensure the trajectory of progress below accomplish that mission of regaining full accreditation.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016 Pass Rate	2016-2017 Pass Rate	2017-2018 Projected Pass Rate	2018-2019 Projected Pass Rate
English Gr. 3	69	72	75	78
Math Gr. 3	77	75	78	81
Science	78	75*	70	73
History	85	83	86	89

*3-Year Average Used (Actual pass rate is 64%)

**Virginia Department of Education
State/Federal Accountability Data
Rena B. Wright Primary
Grades: PK - 02
Chesapeake City**

Attachment F1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 87%	Gr 3-5: 85%	*77%	69%	69%	72%
Mathematics	87%	*77%	59%	81%	77%	75%
History and Social Sciences	*Gr 3: 83% *Gr 4-8: 92%	Gr 3: 83% Gr 4-8: 85%	78%	89%	85%	83%
Science	Gr 3: 86% Gr 5-8: 89%	Gr 3: 86% Gr 5-8: 85%	*75%	78%	78%	75%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

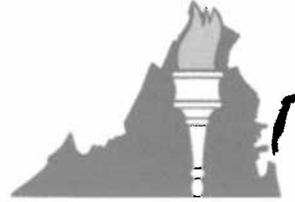
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Made AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	87%	85%	*61%	65%	67%	69%
English: Writing	90%	83%	57%	71%	N/A	N/A
History and Social Sciences	*88%	85%	80%	88%	86%	83%
Mathematics	89%	*53%	58%	78%	76%	73%
Science	88%	86%	*76%	78%	78%	64%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Chesapeake City Public Schools

School: Truitt Intermediate School

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

8 VAC 20-131-300.C.4 states that “Based on a school’s academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of Chesapeake City School Board that Truitt Intermediate School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. C. Jeff Bunn

Typed School Board Chair Name

School Board Chair Signature

July 15, 2016

Date

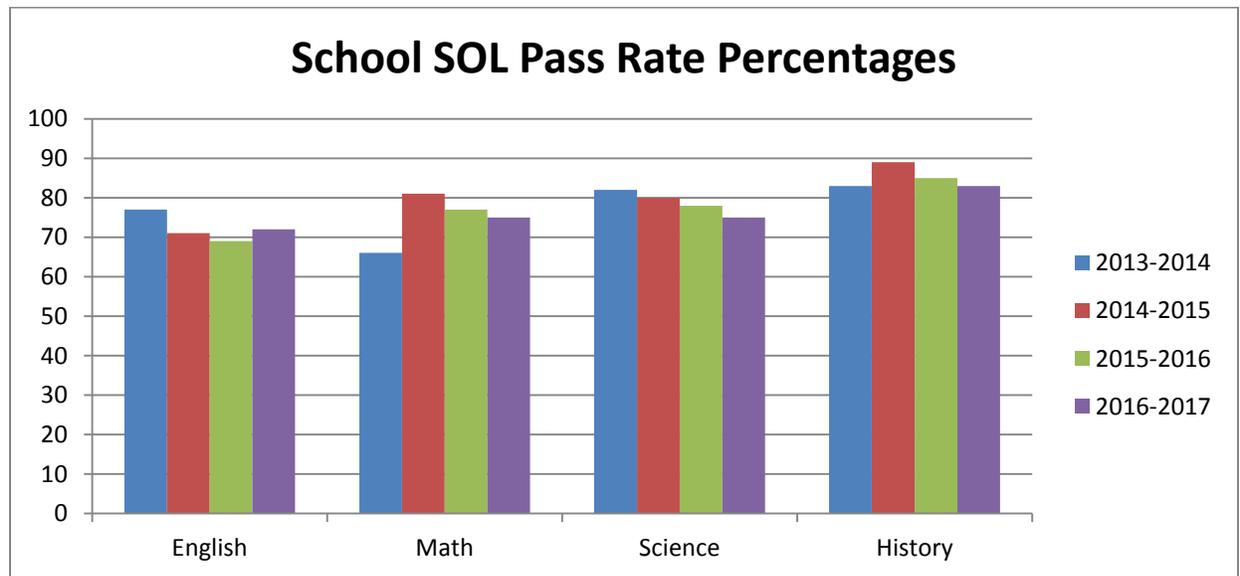
School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Chesapeake City		89.97% (CEP School)		
School		Title I Model		
Truitt Intermediate School		Schoolwide		
Grade Level	Enrollment	English Language Learners	Special Education	
3	96	2	20	
4	96	2	19	
5	90	1	25	
Total	282	5	64	

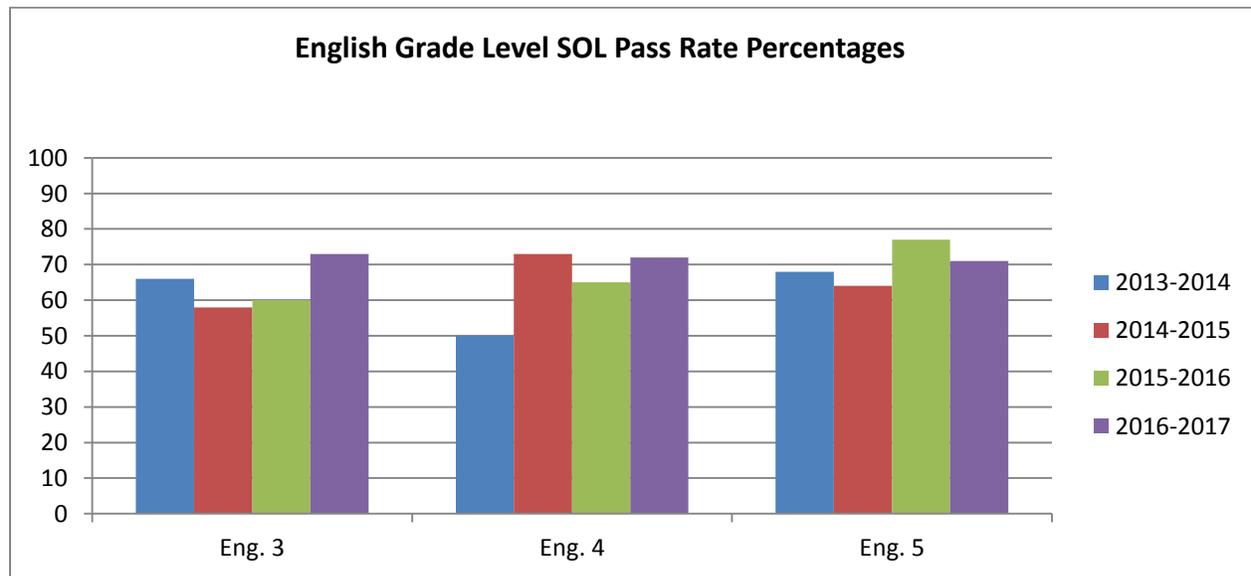
Accountability Pass Rates

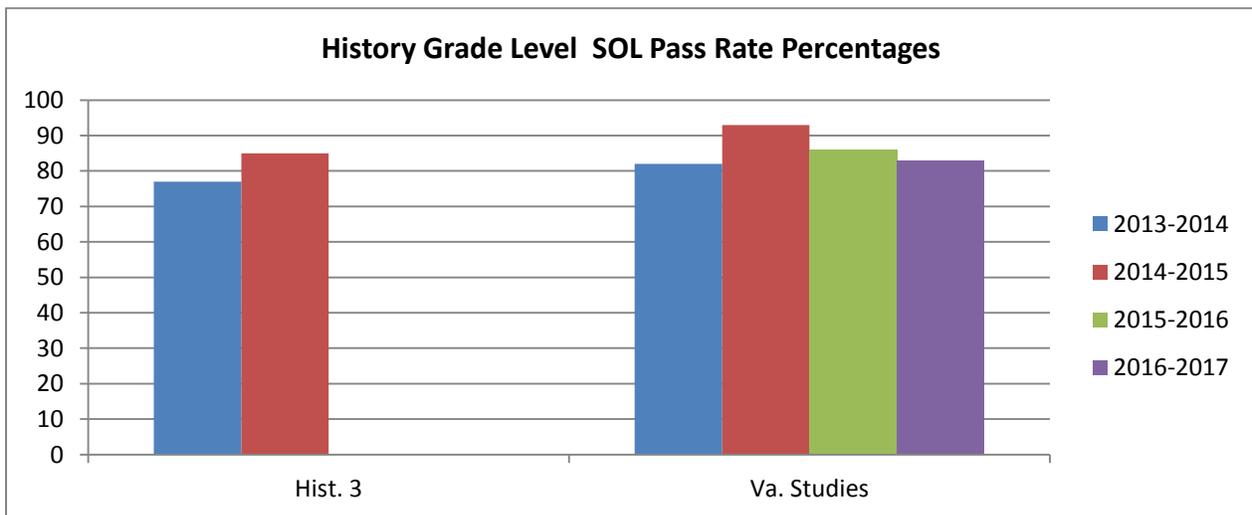
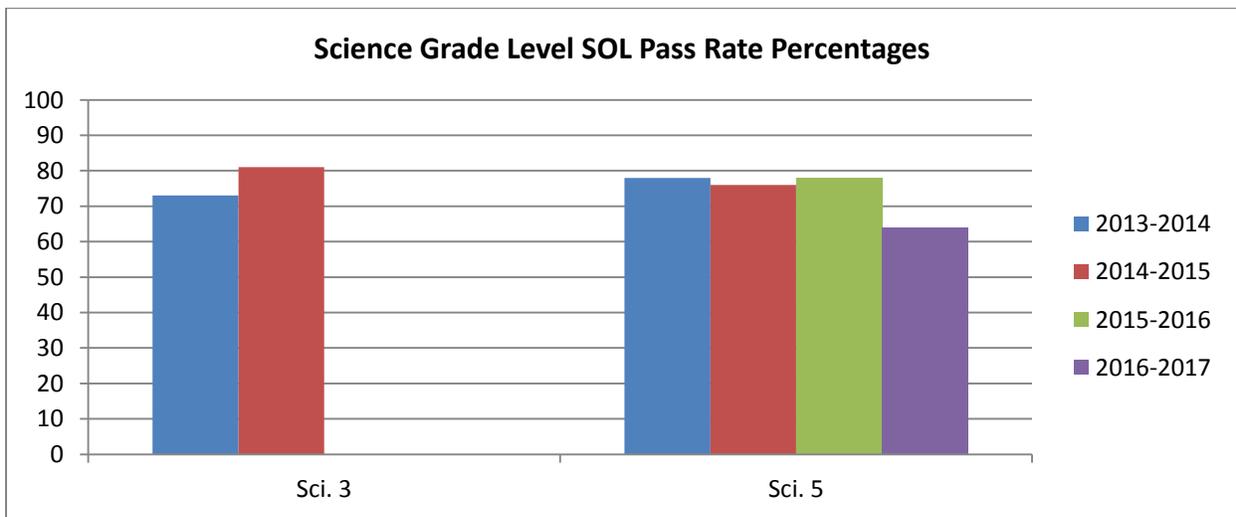
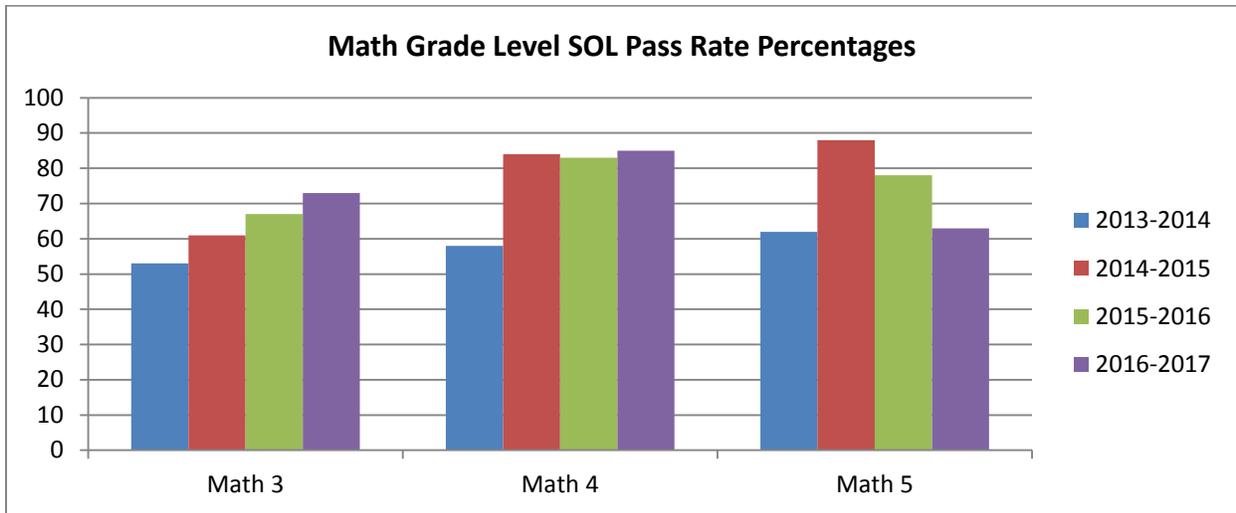
Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	77*	71*	69	72
Mathematics	66*	81	77	75
Science	82*	80*	78	75*
History	83*	89	85	83
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

*Indicates 3-Year Average Used



Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English 3	66	58	60	73
English 4	50	73	65	72
English 5	68	64	77	71
Math 3	53	61	67	73
Math 4	58	84	83	85
Math 5	62	88	78	63
Science 3	73	81	n/a	n/a
Science 5	78	76	78	64
History 3	77	85	n/a	n/a
Va. Studies	82	93	86	83
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a





Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
3 rd	6	3 (1 not hired)	2	2	2	
4 th	4	2	3	1		
5 th	4	2	1	1	2	
Special Education	5	0	1	1	2	
Instructional Support	4	0		1	1	2
Total	23	7	7	8	5	3

Truitt Intermediate School faced a significant challenge on fifth grade this school year. One of the classroom teachers assigned to this grade level experienced back to back tragedies and was unable to fulfill her teaching contract for the majority of the school year. The initial substitute hired did not have a teaching certificate. A licensed teacher was acquired in March. An additional factor was that this class was an LD inclusion class. This class scored 47% pass rate on the English SOL, a 47% pass rate on the mathematics SOL, and a 47% pass rate on the Science SOL.

A different challenge was presented in the LD self-contained class. The teacher has an Action Plan and has been through Performance Improvement. She is currently being monitored for dismissal. Of the ten students assigned to her case load, none passed any of the SOL tests administered. In a small school, this can create devastating effects on the overall student performance.

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	n/a*	n/a*	
Number and percent of Exemplary teachers returning in 2016-2017	n/a*	n/a*	
Number and percent of Exemplary teachers leaving in 2016-2017	n/a*	n/a*	
Number and percent of teachers scoring Proficient in 2015-2016			
Number and percent of Proficient teachers returning in 2016-2017			
Number and percent of Proficient teachers leaving in 2016-2017			
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016			
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017			
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017			
Number and percent of teachers scoring Unacceptable in 2015-2016	1		
Number and percent of Unacceptable teachers returning in 2016-2017	1		
Number and percent of Unacceptable teachers leaving in 2016-2017	0		
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	30	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0	
Number and percent of new teachers to the school in 2016-2017	7	23%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	*B.S. NK-4 , Developmental Reading Certificate K-8, M.S. Reading, Endorsement in School Leadership and Supervision		
Total years of educational experience	25		
Total years as an Assistant Principal	16		
Total years as a Principal	0		

***This plan was formulated by the exiting principal. Principal information was obtained from principal entering 7/1/16.**

Note: Our teacher evaluation system does not use “exemplary” as a rating.

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	5				
*Sought/Obtained An Educational Position Outside the Division	0				
*Sought/Obtained A Non-Educational Position Outside the Division	0				
Advanced in Profession	0				
Left Solely for Higher Pay	0				
Personal Reasons (family, health, education)	2				
Left During the School Year	*1				
Retired from Profession	0				
Left Profession/Field	*1				
Resigned In Lieu of Dismissal/Termination	0				
Dismissed/Non-Renewed	0				
Other Reasons Not Identified Above	0				

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: TARGETED REMEDIATION</p> <p>Four weeks prior to the SOL being administered, we host a Saturday Science Academy. This academy is held for four consecutive Saturdays and lasts for three and one half hours each session. Students identified as needing additional support as indicated by the district’s benchmark tests are invited to attend. The curriculum is determined by data received from the districts benchmarks and other school assessments. Science labs are a large part of the curriculum.</p>	<p>INSTRUCTIONAL PROGRAM: TARGETED REMEDIATION</p> <p>This year, Saturday Academy will be opened to all fifth grade students. The district’s science supervisor and science lead teacher will be utilized to develop the curriculum based on science data. A theme will be developed to generate student interest. Transportation is provided by the parents. Since this is a neighborhood school, this does not pose a significant challenge for attendance.</p>	<p>INSTRUCTIONAL PROGRAM: TARGETED REMEDIATION</p> <p>Science scores on the SOL dropped significantly from last year (78% to 64%). The three year average will be used to reach accreditation status. Opening the program to include all students should increase the likelihood that more students will pass. Implementation of this program should increase fifth grade science pass rate by 6% (from 64% to 70%)</p>
<p>INSTRUCTIONAL PROGRAM: TECHNOLOGY</p> <p>In February of this year, third grade students were expected to take all English assessments online. This practice increased their knowledge of technology enhanced items and familiarity of online testing tools.</p>	<p>INSTRUCTIONAL PROGRAM: TECHNOLOGY</p> <p>This year, third grade students will take all English assessments online at the onset of the school year. The primary feeder school started exposing students to online testing the last nine weeks of the school year. This should make the transition easier. All English related assessments for grades 3-5 will be administered online.</p>	<p>INSTRUCTIONAL PROGRAM: TECHNOLOGY</p> <p>Increased student performance in online testing as demonstrated on formative and summative assessments with 75% accuracy. In addition, the overall pass rate in reading will exceed 75%.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: SPECIAL EDUCATION</p> <p>Third grade students with disabilities receive two guided reading lessons (small group lessons) daily. One lesson is with a text that is leveled according to their instructional reading level. The second lesson is given at the computer using a leveled passage. Students listen to the passages and respond to SOL formatted questions that are skill based.</p>	<p>INSTRUCTIONAL PROGRAM: SPECIAL EDUCATION</p> <p>Students with disabilities in third grade scored 17% pass rate on the 2014-15 English SOL. After implementing this process (double reading lessons daily), the same sub-group scored 54% pass rate on the 2015-16 English SOL. Inasmuch as gains were achieved, we will extend this practice to include special education students in grades four and five.</p>	<p>INSTRUCTIONAL PROGRAM: SPECIAL EDUCATION</p> <p>Increased proficiency range on the end of the year SRI (Scholastic Reading Inventory) by 75 -100 points. In addition, the overall pass rate in reading will exceed 75%.</p>
<p>INSTRUCTIONAL PROGRAM: GOAL SETTING</p> <p>In January of this year, students in third and fourth grade were required to set achievement goals in the areas of reading comprehension and mathematics. Students charted their progress on individual graphs. The teachers held conferences with the students to set and monitor their goals. Administration requested these goals during informal observations. Selected students were provided small incentives for achieving their goals.</p>	<p>INSTRUCTIONAL PROGRAM: GOAL SETTING</p> <p>At the beginning of the school year, students in all grade levels will be asked to set, monitor and celebrate completion of performance goals in mathematics and reading comprehension. Goals should be available for administrative review.</p>	<p>INSTRUCTIONAL PROGRAM: GOAL SETTING</p> <p>We anticipate increased performance in math, science, and English with students achieving a minimum of 400 on all SOL tests.</p> <p>As a result, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>
<p>INSTRUCTIONAL PROGRAM: LEARNING TARGETS</p> <p>Teachers post learning objectives on the board in child friendly language. When questioned, students are required to articulate these objectives and identify how the learning is relevant to their personal life.</p>	<p>INSTRUCTIONAL PROGRAM: LEARNING TARGETS</p> <p>Teachers will continue to post learning objectives in child friendly language but will include an essential question and an “I can” statement by the student.</p>	<p>INSTRUCTIONAL PROGRAM: LEARNING TARGETS</p> <p>We anticipate increased student performance in math, science (if applicable) and English with students achieving a minimum of 400 on the SOL tests.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: TARGETED REMEDIATION</p> <p>Power-up (RTI) is conducted from 8:30 a.m. - 9:00 a.m. daily. English has been the focus for these thirty minute sessions. Data from formative and summative assessments is used to determine the focus for instruction. Two licensed teachers and a teacher assistant are present during the intervention period. The teachers target deficit skills and the teacher assistant monitors centers that offer reinforcement for previously taught skills. Teachers spiral back to previously taught skills to establish how skills are interrelated and relevant to their personal lives.</p>	<p>INSTRUCTIONAL PROGRAM: TARGETED REMEDIATION</p> <p>During the 2015-16 school year, third grade increased performance in English on the SOL by 13 points (60% to 72.63%). This was due to two licensed teachers being available to provide daily data driven intervention (RTI) in English. This practice will be extended to include fourth grade.</p>	<p>INSTRUCTIONAL PROGRAM: TARGETED REMEDIATION</p> <p>Students will achieve a 3% increase in performance on the English SOL (71.67% to 75%) as a result of this practice.</p>
<p>INSTRUCTIONAL PROGRAM: TARGETED REMEDIATION</p> <p>Power-up (RTI) is conducted from 8:30-9:00 daily. English has been the focus for these thirty minute sessions. In the past, fifth grade teachers were allowed to alternate between English and mathematics. However, because we continued to do well in math we decided to provide interventions in English only. This year, data from the mathematics SOL revealed that fifth grade dropped by fifteen points. Administration believed that this was due in part to the lack of Power-Up (RTI) in mathematics.</p>	<p>INSTRUCTIONAL PROGRAM: TARGETED REMEDIATION</p> <p>Fifth grade saw a significant drop in student performance in both English (77% to 71%) and mathematics (78% to 63%). To offset this decline is student performance; two licensed teachers will be assigned for the thirty minute power up sessions with one teacher remediating math and the other teacher providing English intervention. All sessions will be data driven. In the past, power up occurred school wide from 8:30 a.m. - 9:00 a.m. In this model, grade level power up will be staggered to enable us to have two licensed teachers available for intervention purposes.</p>	<p>INSTRUCTIONAL PROGRAM: TARGETED REMEDIATION</p> <p>Fifth grade students will increase their performance in English by 4% (achieving 75%) and 7% (70%) on the mathematics SOL.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: PROFESSIONAL DEVELOPMENT</p> <p>During the first semester of school (September-January) Truitt conducts weekly in-service trainings based on data and formal/informal observations to increase the quality of Tier One instruction. The trainings are scheduled the first semester so that strategies/practices can be effectively implemented and monitored the second semester. These trainings are also designed to reduce the number of students requiring intervention.</p>	<p>INSTRUCTIONAL PROGRAM: PROFESSIONAL DEVELOPMENT</p> <p>This year, we will use videos of exemplary teaching practices as a method to differentiate in-service trainings based on teacher and teacher assistant needs. Teachers and teacher assistants will watch the videos and the administration will monitor to see if strategies are successfully implemented in classrooms. A follow-up conference will be scheduled to assess the teacher’s effectiveness. Trainings will be in the areas of science and English. In addition, we have changed our in-service training day to November (previously held in January). We will include teachers from our primary feeder school to show vertical alignment of skills. Content area supervisors will conduct the trainings. Focus will be given to the lowest reporting categories.</p>	<p>INSTRUCTIONAL PROGRAM: PROFESSIONAL DEVELOPMENT</p> <p>Increased student performance in reading and science as demonstrated on formative and summative assessments with 75% mastery.</p> <p>As a result, the overall pass rate will exceed 75% in reading and 70% in science.</p>
<p>INSTRUCTIONAL PROGRAM: STUDENT MOTIVATION</p> <p>In March, 2016 we piloted a SOL student mentoring program. Students identified as needing additional support to pass the SOLs (60% - 70% on the district’s benchmark test) were assigned a faculty mentor. The mentor followed the student’s academic progress and provided encouragement. Students and mentors were required to sign a contract committing to specific terms.</p>	<p>INSTRUCTIONAL PROGRAM: STUDENT MOTIVATION</p> <p>Fifty percent of the students assigned a mentor passed the SOL English test. This year, we will continue the program but implement it after the second nine weeks. Additional time with the mentor could increase the number of students passing the tests.</p>	<p>INSTRUCTIONAL PROGRAM: STUDENT MOTIVATION</p> <p>Increase the pass rate of students assigned a mentor from 50% to 60 %.</p> <p>As a result, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: VERTICAL ARTICULATION</p> <p>This year, we conducted four vertical planning sessions with our primary feeder school. The agenda was established by administration and data was examined to determine areas needing improvement. The reading specialists from both schools met during these sessions. Administration did not attend because they felt it necessary for the school to establish a good working relationship.</p>	<p>INSTRUCTIONAL PROGRAM: VERTICAL ARTICULATION</p> <p>Next school year, we will continue the practice of vertical planning after each nine weeks period. However, administration will facilitate these sessions and provide directions/opportunities for collaborative in-service trainings and planning sessions.</p>	<p>INSTRUCTIONAL PROGRAM: VERTICAL ARTICULATION</p> <p>Increased opportunities for vertical articulation. This will increase performance in all content areas. As a result, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>
<p>INSTRUCTIONAL PROGRAM: INSTRUCTIONAL PARTNERSHIP</p> <p>This year, six Norfolk State University students from their DNIMAS (top students in STEM) program remediated students in grades 3-5 once a week in math, English, or science. The DNIMAS program requires their students to complete a specified number of hours of volunteer work per week. These students excel in the areas of science, technology, engineering and mathematics. Our students looked forwarded to these individuals pushing into classes to remediate individual and small groups of students in the content area.</p>	<p>INSTRUCTIONAL PROGRAM: INSTRUCTIONAL PARTNERSHIP</p> <p>Six students participated in the program and came for 1-2 hour(s) per visit. This year, we hope to increase the number of DNIMAS students participating in this program. Data will be obtained to determine if students receiving this additional remediation are successful on the SOL tests.</p>	<p>INSTRUCTIONAL PROGRAM: INSTRUCTIONAL PARTNERSHIP</p> <p>We anticipate increased performance in math, science, and English with students achieving a minimum of 400 on the SOL tests. As a result, the overall pass rate will exceed 75% in reading and 70% in math and science.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: DIVISION SCIENCE SUPPORT</p> <p>The science supervisor collaborates with all schools to assist with the alignment of the written, taught and assessed curriculum.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION SCIENCE SUPPORT</p> <p>The science supervisor will continue to work with the school to analyze SOL data and determine areas of weakness in order to provide resources to address these areas. In addition, the supervisor will provide resources to ensure that experiments are conducted consistently with accuracy and fidelity.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION SCIENCE SUPPORT</p> <p>The school/feeder school will maintain full accreditation in science and will increase the pass rate a minimum of three points each school year.</p>
<p>INSTRUCTIONAL PROGRAM: DIVISION MATH SUPPORT</p> <p>The math supervisor collaborates with all schools to assist with the alignment of the written, taught and assessed curriculum. In addition, professional development opportunities are offered for specifically identified teacher leaders in order to reinforce best practices.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION MATH SUPPORT</p> <p>The math supervisor will continue to offer professional development opportunities, focus meetings and work with schools in relation to the alignment of the written, taught and assessed curriculum. In addition, the math supervisor and Title I math coach will work with the school to unpack SOL math scores and determine specific areas of weakness for each grade level.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION MATH SUPPORT</p> <p>The school will maintain full accreditation in math and will increase the pass rate a minimum of three points each school year.</p>
<p>INSTRUCTIONAL PROGRAM: DIVISION SUPPORT</p> <p>The division team meets with schools that are not fully accredited on a monthly basis. The format has included: whole group, feeder schools and individual schools.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION SUPPORT</p> <p>The school will meet with a division team on a monthly basis to analyze school data, discuss tier assignments, progress monitoring efforts and offer additional resources to support the school.</p>	<p>INSTRUCTIONAL PROGRAM: DIVISION SUPPORT</p> <p>This change will assist with increasing the number of students reading on or above grade level in grades 3-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>STAFFING: DIVISION SUPPORT</p> <p>The division has provided the school with a reading specialist, full day kindergarten teachers, Title I resource staff and a math coach to support to all Title I schools.</p>	<p>STAFFING: DIVISION SUPPORT</p> <p>In addition to the previous support, the division has hired a Title I coach that will work with the school to address weaknesses in all content areas with an emphasis on reading. This individual will work directly with the Supervisor for Reading.</p>	<p>STAFFING: DIVISION SUPPORT</p> <p>This change will also assist with decreasing the PALS identification rate in third grade and will assist with increasing the number of students reading on or above grade level in grades 3-5 to 80% or higher.</p> <p>In addition, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Provide opportunities, such as Open House and Literacy Nights to inform parents about school curriculum, academic assessment, expected levels of proficiency, the Title One programs and how Title One funds are utilized.</p>	<p>Parents are provided reading and math strategies they can be used at home to reinforce instructional strategies being taught at school. Trainings are determined by data. Parents are also provided materials to assist with this process. Providing parents with materials and methodology should increase student performance in English. This year, our focus will be in-servicing parents with special needs students. This sub-group continues to struggle with the rigor presented on formative and summative assessments.</p> <p>As a result, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>
<p>Increase school-parent communication with:</p> <ul style="list-style-type: none"> ○ Establish dates for parent/teacher conferences ○ Student progress reports that are sent home each grading period and are available on Edline ○ Parent bulletin, website, e-flyers and monthly calendar to outline special events and available academic support ○ Report student progress through the academic planner, notes, and telephone calls ○ Send e-flyers (Peachjar) and bulletins that provide tips for parents to engage in supportive learning activities with their children. 	<p>Parents are provided monthly bulletins from the school to advise them of opportunities for in-service trainings. Parents are also provided the bulletin, <u>Home School Connection</u> that provides tips in the areas of mathematics and reading. The district's e-flyer (Peachjar) is available to parents via their electronic device. It alerts parents of city-wide events and school related functions. Parents will also be provided information through the RU Ready Initiative which provides programs and opportunities to assist with family involvement and student achievement. This method of communication will increase parental awareness and offer information on ways they can help their children. We anticipate these efforts will assist in increasing student performance in English.</p> <p>As a result, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Provide opportunities for parental involvement in various programs:</p> <ul style="list-style-type: none"> ○ NFL Family Fun and Fitness Night ○ Muffins for Moms ○ Book Publishing Party ○ Father/Daughter Banquet 	<p>The NFL Family Fun and Fitness Night is our best attended function. Families rotate the various physical fitness centers to learn tips on remaining physically fit. Literature is provided on nutrition and healthy lifestyles. This is an opportunity for parents to read to their child or have students read non-fiction information. Students will also be exposed to math related functions such as charting performance results and problem solving. Moms for Muffins increases parent awareness in independent reading book selections for children and how to establish reading fluency. Our book publishing activity is a great way for parents to see all that goes into the writing process. Good writers tend to be good readers. During the Father/Daughter Banquet the keynote speaker provides dads with parenting tips and a book to read to their daughter identifying some of the responsibilities of a dad.</p> <p>As a result, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>
<p>Provide opportunities for school visitations and parent volunteers</p>	<p>Truitt maintains an open door policy. Parents are invited to discuss academic concerns with administration and teachers. In an effort to protect the integrity of instructional time, parents are asked to schedule appoints with teachers before or after school. Parents are also encouraged to attend field trips to discuss how the experience relates to student learning.</p> <p>As a result, the overall pass rate will exceed 75% in reading and 70% in math, science and history.</p>

Closing Rationale with Trajectory of Progress

Listed below is a summary of the key components of our plan:

INSTRUCTIONAL PROGRAM

- Targeted Remediation
- Technology
- Special Education Intervention
- Student Goal Setting
- Learning Targets
- Professional Development
- Student Motivation
- Vertical Articulation
- Instructional Partnerships
- Collaboration with Division Level Subject Area Supervisors

STAFFING

Division Level Instructional Coach Assigned to School

FAMILY ENGAGEMENT

- PTA Meetings
- Communication
- Parent Involvement in School and After School to Support Educational Efforts

Truitt Intermediate School was faced with some significant staff challenges this year. However, we remain proud of the gains that almost achieved full accreditation. We have narrowed our goals even further this year to focus on the types of professional development that will be needed to ensure even greater student success. We anticipate that specially chosen, new teachers will enhance the already strong instructional program as the entire staff will benefit from their expertise. We fully anticipate that the strategies in this plan will ensure that we meet the trajectory of progress below and regain full accreditation.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016 Pass Rate	2016-2017 Pass Rate	2017-2018 Projected Pass Rate	2018-2019 Projected Pass Rate
English	69	72	75	78
Math	77	75	78	81
Science	78	75*	70	73
History	85	83	86	89

(3 Year-Average Used – Actual pass rate is 64%)

Truitt Intermediate
Grades: 03 - 05
Chesapeake City

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 87%	Gr 3-5: 85%	*77%	69%	69%	72%
Mathematics	87%	*77%	59%	81%	77%	75%
History and Social Sciences	*Gr 3: 83% *Gr 4-8: 92%	Gr 3: 83% Gr 4-8: 85%	78%	89%	85%	83%
Science	Gr 3: 86% Gr 5-8: 89%	Gr 3: 86% Gr 5-8: 85%	*75%	78%	78%	75%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Made AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	87%	85%	*61%	65%	67%	69%
English: Writing	90%	83%	57%	71%	N/A	N/A
History and Social Sciences	*88%	85%	80%	88%	86%	83%
Mathematics	89%	*53%	58%	78%	76%	73%
Science	88%	86%	*76%	78%	78%	64%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Cumberland County Public Schools

School: Cumberland County Elementary School

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

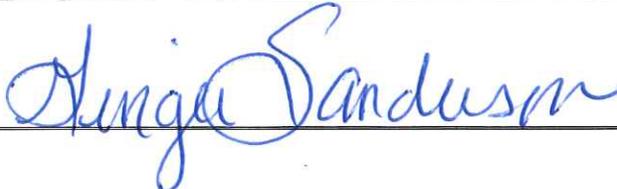
8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Cumberland County School Board that Cumberland County Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Ginger Sanderson Typed School Board Chair Name

 School Board Chair Signature

6/16/16 Date

Division: Cumberland County Public Schools School: Cumberland County Elementary School

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Cumberland County Public Schools		74%		
School		Title I Model		
Cumberland County Elementary School		Targeted Assistance		
	Grade Level	Enrollment	English Language Learners	Special Education
	PreK	87	0	7
	Kindergarten	90	0	10
	1st	90	2	10
	2nd	105	3	13
	3rd	104	3	5
	4th	107	5	15
	Total	583	13	60

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	60	56	59	68
Mathematics	59	61	65	82
Science	83	n/a	n/a	n/a
History	82	n/a	n/a	n/a
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English-3	55	53	48	72
English-4	61	53	60	65
Math-3	46	47	45	87
Math-4	59	63	71	78
Science-3	83	n/a	n/a	n/a
History- 3	82	n/a	n/a	n/a

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (≥16)
PreK	5	0	0	1	2	2
K	5	0	0	0	2	3
1	5	0	1	0	0	4
2	5	2	2	1	3	1
3	5	1	0	1	3	1
4	6	0	0	0	2	4
Special Education	6	0	3	0	2	1
Reading Specialists	2	0	0	1	0	1
Resource Team	4	0	0	0	1	3
School Counselor	1	0	0	0	0	1
Total	44	3	6	4	15	20

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	8	18	
Number and percent of Exemplary teachers returning in 2016-2017	8	18	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	35	80	
Number and percent of Proficient teachers returning in 2016-2017	33	75	
Number and percent of Proficient teachers leaving in 2016-2017	2	5	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	42	95	
Number and percent of provisionally licensed teachers in 2016-2017	2	5	
Number and percent of new teachers to the school in 2016-2017	3	7	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	n/a
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	2	5	1 st Grade-all subjects 4 th Grade- English
Principal Information/Instructional Background			
Degree area (s)	Administration and Supervision, Spanish, Reading Specialist, ESL		
Total years of educational experience	26		
Total years as an Assistant Principal	3		
Total years as a Principal	2		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	0	0	0	0	0
*Sought/Obtained An Educational Position Outside the Division	0	0	0	0	0
*Sought/Obtained A Non-Educational Position Outside the Division	0	0	0	0	0
Advanced in Profession	0	0	0	0	0
Left Solely for Higher Pay	0	0	1	0	0
Personal Reasons (family, health, education)	0	0	2	0	0
Left During the School Year	0	0	0	0	0
Retired from Profession	0	0	0	0	0
Left Profession/Field	0	0	0	0	0
Resigned In Lieu of Dismissal/Termination	1	0	0	0	0
Dismissed/Non-Renewed	0	0	0	0	0
Other Reasons Not Identified Above	0	0	0	0	0

non-duplicate

Reconstitution Information

The following steps have been taken in the past three years to improve student achievement at Cumberland County Elementary School:

- Governance
 - Superintendent replaced school administration (2014-2015).
 - The Division Leadership Team conducted monthly site visits to participate in classroom walkthroughs, monitor data, and determine supports needed from the division (2014-2015, 2015-2016).
 - Superintendent established a Teacher Cabinet, consisting of teachers that have evidence of putting students first, to assist with instructional recommendations and decision making within the division (January 2016).
- Instructional Program
 - Administrative team and teachers attended Region 8 professional development provided by Dr. Chris Gareis on unpacking standards, developing Tables of Specifications, and the importance of the alignment of curriculum, instruction, and assessment (2013-2014, 2014-2015, 2015-2016).
 - Hired Language Arts consultant, Dr. Lisa Meyers, to provide on-going professional development with administration and teachers on reading content knowledge, standard alignment, pedagogy, and the balanced literacy structure (2014-2015, 2015-2016).
 - Hired math consultant, Ruth Harbin-Miles, to provide on-going professional development in math content knowledge, standard alignment, and pedagogy. She assisted in implementing the *Math Plan that Works* math lesson design structure (2014-2015).
 - Designed a template for Balanced Literacy Instruction to assist teachers with planning effective literacy instruction (January 2015, 2015-2016).
 - Implemented the A-Z reading diagnostic tool to determine student reading levels to provide appropriate instruction to accelerate reading levels. Implemented MAPS for math diagnostic information to measure math achievement growth and skill mastery (2014-2015, 2015-2016).
 - Implemented MAPS Reading to measure reading achievement growth and skill mastery (2015-2016).
 - Purchased Guided Reading Library to provide the necessary resources to implement the Balanced Literacy framework (January 2015).
 - Implemented *Reflex Math* to assist with math facts fluency based on recommendation from math consultant (2014-2015, 2015-2016).
 - Developed criteria for identifying students in Tier I, Tier II, and Tier III instruction in both reading and math. Multiple data points are used for determination (2015-2016).
 - Implemented interactive Data Wall to identify and monitor Tier movement of students (January 2016).
 - Scheduled *Power Up* time for 35-45 minutes of targeted Tier II, Tier III, and enrichment time. The intervention team assists each grade with intervention instruction (2015-2106).
 - Reinstated division required benchmark development and administration, data reporting, and data dialogue meetings with grade levels, school administration, and the division leadership team (2015-2016).

- Reinstated writing performance based assessments for K-4th grade every six weeks (2015-2016).
- Determined instructional non-negotiables and “look fors” with division leaders. Detailed written feedback and conferencing are required with at least five teachers per week. The feedback is submitted to the Superintendent (evaluates principal) who in turn provides detailed written feedback to the principal (2013-2014, 2014-2015, 2015-2016).
- Provided expectations, professional development, monitoring, and feedback in the areas of “I can” statements and formative assessments, especially in the area of alignment to standards (2015-2016).
- Incorporated at least ½ day collaborative planning for teachers per month. Grade levels also have common planning time (2014-2015, 2015-2016).
- School administration began facilitating weekly collaborative English planning to assist with student mastery at the appropriate cognitive levels and to assist with high expectations for student when planning (January 2016).
- Allotted additional intervention time during after and summer school (2013-2014, 2014-2015, 2015-2016).
- Partnered with Longwood to have preservice Reading Specialists work one-on-one with students struggling in reading (2015-2016).
- Implemented Monday Workshops that provided teachers with professional development on topics such as Eric Jensen’s *Working with Students of Poverty* and *Working with Students with Challenging Behaviors* (January 2016).
- VDOE provided information and professional development for a team of teachers on strategies to use with English Language Learners at VDOE and in Region 8 (2015-2016).
- T/TAC provided professional development and on-going support in establishing an Inclusive Prekindergarten class (2015-2016).
- Held monthly meetings between special education teachers and the division coordinator to monitor data and discuss strategies for students with disabilities (2015-2016).
- Staff
 - Hired an additional reading specialist (2014-2015)
 - Re-staffed the 3rd grade teaching team (2015-2016)
- Other
 - Implemented a school-wide PBIS initiative (Jan. 2015, 2015-2016).

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
GOVERNANCE/STAFF Due to 2010 budget cuts, the school division team did not include a Curriculum and Instruction position. School administration and staff need additional instructional support in the area of content knowledge and pedagogy.	GOVERNANCE/STAFF A Curriculum and Instruction Coordinator has been hired to assist the elementary school administration and staff with the instructional program.	GOVERNANCE/STAFF The added support in curriculum and instruction will lead to an increase in SOL scores to a 78% or higher in English and an 85% or higher in math.

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>GOVERNANCE/STAFF Due to 2010 budget cuts, Master Teachers had been eliminated. School administration and staff need additional instructional support in the area of content knowledge and pedagogy.</p>	<p>GOVERNANCE/STAFF Reading and math master teacher stipends have been added. Master teachers have been hired to assist and support with on-going peer professional development through workshops, modeling, and peer coaching.</p>	<p>GOVERNANCE/STAFF The added support and on-going professional development, peer coaching, and support will lead to an increase in SOL scores to a 78% or higher pass rate in English and an 85% or higher pass rate in math.</p>
<p>INSTRUCTIONAL PROGRAM A balanced literacy structure has been implemented; however, guided reading instruction is not producing an increase in reading levels nor mastery of standards.</p>	<p>INSTRUCTIONAL PROGRAM The guided reading section of the balanced literacy structure will be strengthened through professional development facilitated by the Curriculum and Instruction Coordinator, collaborative planning with school administration, and assistance from the reading team and reading master teacher.</p>	<p>INSTRUCTIONAL PROGRAM 95% of students will be reading on grade level or above and there will be a pass rate of 78% or higher on the English SOL assessments.</p>
<p>INSTRUCTIONAL PROGRAM A balanced literacy structure has been implemented; however, teachers have identified needing systematic phonics instruction.</p>	<p>INSTRUCTIONAL PROGRAM Words Their Way will be implemented within the balanced literacy structure to strengthen phonics, vocabulary, and spelling instruction. School administration, with the support of the Curriculum and Instruction coordinator and Longwood University, will provide on-going professional development to administration and staff.</p>	<p>INSTRUCTIONAL PROGRAM 95% of students will be reading on grade level or above and there will be a pass rate of 78% or higher on the English SOL assessments.</p>
<p>INSTRUCTIONAL PROGRAM A balanced literacy structure has been implemented; however, literacy stations need to be more meaningful as well as aligned with standards and reading skills.</p>	<p>INSTRUCTIONAL PROGRAM On-going professional development and collaborative planning will be provided by school administration and the Curriculum and Instruction Coordinator to assist teachers in designing quality literacy stations.</p>	<p>INSTRUCTIONAL PROGRAM 95% of students will be reading on grade level or above and there will be a pass rate of 78% or higher on the English SOL assessments.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM Criteria was identified and time was allotted for targeted and tier intervention and enrichment (Power Up Time). Specific researched based interventions are needed.</p>	<p>INSTRUCTIONAL PROGRAM IXL, Saxon Phonics, and Wilson Reading will be options as appropriate for students needing Tier II and III interventions. Two teachers will participate in the DOE Multi-Sensory Structured Language Instruction Pilot Project using Orton-Gillingham.</p>	<p>INSTRUCTIONAL PROGRAM 95% of students will be reading on grade level or above and there will be a pass rate of 78% or higher on the English SOL assessments.</p>
<p>INSTRUCTIONAL PROGRAM School administration monitored and provided feedback on formative assessments. Continuous feedback indicates that additional professional development is needed on utilizing and aligning formative assessments.</p>	<p>INSTRUCTIONAL PROGRAM The Curriculum and Instruction Coordinator and school administration will facilitate on-going professional development on formative assessments. The books, <u>Formative Assessment, Making It Happen in the Classroom</u> by Heritage, and <u>Embedding Formative Assessment, Practical Techniques for K-12 Classrooms</u> by William and Leahy, will be used as a foundation for the professional development. Observations, walkthroughs, and feedback will focus on formative assessment.</p>	<p>INSTRUCTIONAL PROGRAM The increased development and use of aligned formative assessments and data will lead to an increase in SOL scores to a 78% or higher pass rate in English and an 85% or higher pass rate in math.</p>
<p>INSTRUCTIONAL PROGRAM A school-wide focus on reading is not evident.</p>	<p>INSTRUCTIONAL PROGRAM School administration with the assistance of the reading team and master teachers will implement a school-wide initiative to encourage reading and the love of reading.</p>	<p>INSTRUCTIONAL PROGRAM 95% of students will be reading on grade level or above and there will be a pass rate of 78% or higher on the English SOL assessments.</p>
<p>INSTRUCTIONAL PROGRAM The division developed consistent data spreadsheets along with teacher reflection graphic organizers to utilize for data dialogue discussions and for instruction planning and implementation.</p>	<p>INSTRUCTIONAL PROGRAM To decrease the amount of paperwork and increase the use of data, Interactive Achievement's LDS onTrac system will be used to filter certain data points, guide instruction, and develop intervention plans.</p>	<p>INSTRUCTIONAL PROGRAM Using this system will make use of data and planning more efficient leading to an increase in SOL scores to a 78% or higher pass rate in English and an 85% or higher pass rate in math.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Night Of Excellence (Fall and Spring) <ul style="list-style-type: none"> Showcase / highlight of student work at CCES 	Studies show that students do better when parents are involved in their students' education. The Nights of Excellence will support parent engagement of celebrating student work which will lead to gains in SOL scores to a 78% or higher pass rate in English and an 85% or higher pass rate in math.
Fun with Math Family Workshop (PK-1)(2-4) <ul style="list-style-type: none"> Working together to strengthen math skills Supporting students with math at home Experiencing hands-on math activities 	The Fun with Math Family Workshop will support student achievement in math leading to an 85% or higher pass rate in math SOL scores.
Family Reading Night (PK-1); (2-4) <ul style="list-style-type: none"> Working together to encourage reading Helping families pick "Just right" books Featuring local authors 	The Family Reading Night will support student achievement in reading leading to a 78% or higher pass rate in English SOL scores.
PBIS Big Events (1 per quarter) <ul style="list-style-type: none"> Parent and schools working together to encourage good character and behavior in a positive manner PBIS Buy-in (1 per quarter) <ul style="list-style-type: none"> Students may cash in "Duke Dollars" earned for exhibiting good behavior and Duke Pride to participate in these fun-filled events. Parents are invited to volunteer to assist. 	The PBIS Initiative supports improving student behavior and keeping students in class as well as promotes parent participation in events which will lead to gains in SOL scores in English to a 78% or higher pass rate and an 85% or higher pass rate in math.
Winter Musical <ul style="list-style-type: none"> 4th grade students perform for CCES families Middle School Band perform as families enter to encourage awareness of and participation in band at middle school 	Research indicates that both music and parent involvement lead to an increase in student academic achievement. There will be gains in SOL scores in English to a 78% or higher pass rate and an 85% or higher pass rate in math.
Read Across America Day <ul style="list-style-type: none"> Parents are invited to participate in numerous reading activities at all grade levels, to include reading with students 	Read Across America Day will support student achievement in reading leading to a 78% or higher pass rate in English SOL scores.
Thanksgiving Feast <ul style="list-style-type: none"> Families are invited to share a feast at school and celebrate student work 	Studies show that students do better when parents are involved in their students' education. The Thanksgiving Feast will support parent engagement of celebrating student work which will lead to gains in SOL scores to a 78% or

	higher pass rate in English and an 85% or higher pass rate in math.
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Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2016-2017	2017-2018	2018-2019	2019-2020
English	68	78	85	90
Math	82	85	88	90

Cumberland County Public Schools respectfully requests that Cumberland County Elementary School receive the rating of *Partially Accredited: Reconstituted School* due to the academic progress made during the 2015-2016 school year. Preliminary results indicate that the school will meet the benchmark requirement in math and that there has been significant growth in both grade level and cohort scores in English. Please review the chart below indicating the significant student growth of the same cohort of students. As a result of the literacy work implemented in the last two years and the significant growth in reading Standards of Learning scores for the 2015-2016 school year, refining the work in the balanced literacy structure and targeted intervention time will have the school meeting the English benchmark next year.

2015-2016 4th Graders	3rd Grade Scores (15-16)	4th Grade Scores (16-17)
English	48	65
Math	45	78

**Virginia Department of Education
State/Federal Accountability Data
Cumberland Elementary
Grades: PK - 04
Cumberland County**

Attachment G1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 76%	Gr 3-5: 75%	*60%	56%	59%	68%
Mathematics	81%	*73%	59%	61%	65%	82%
History and Social Sciences	*Gr 3: 79% *Gr 4-8: 100%	Gr 3: 87% Gr 4-8: 93%	N/A	N/A	N/A	82%
Science	Gr 3: 82% Gr 5-8: 92%	Gr 3: 88% Gr 5-8: 80%	N/A	N/A	*73%	N/A
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2013-2014	2012-2013	Met All Federal AMOs	Title I - Targeted Assistance
2014-2015	2013-2014	Title I Focus School	Title I - Targeted Assistance
2015-2016	2014-2015	Title I Focus School	Title I - Targeted Assistance
2016-2017	2015-2016	Met All Federal AMOs	Title I - Targeted Assistance

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	73%	71%	*58%	53%	54%	65%
English: Writing	79%	76%	N/A	N/A	N/A	N/A
History and Social Sciences	*88%	89%	77%	N/A	N/A	N/A
Mathematics	80%	*43%	52%	55%	58%	78%
Science	86%	82%	*70%	N/A	N/A	N/A

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Cumberland County Public Schools

School: Cumberland Middle School

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of Cumberland County School Board that Cumberland County Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Ginger Sanderson Typed School Board Chair Name

Ginger Sanderson

School Board Chair Signature

6/16/16 Date

Division: Cumberland County Public Schools School: Cumberland Middle School

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Cumberland County Public Schools		68%		
School		Title I Model		
Cumberland Middle School		n/a		
	Grade Level	Enrollment	English Language Learners	Special Education
	5th	102	2	15
	6th	88	3	6
	7th	95	5	8
	8th	109	1	12
	Total	394	11	41

Division: Cumberland County Public Schools School: Cumberland Middle School

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	63	58	63	70
Mathematics	54	52	66	67
Science	68	63	64	72
History	84	76	78	80
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English-5	56	63	52	69
English-6	62	55	66	62
English-7	55	59	66	88
English-8	67	52	56	68
Writing-8	69	48	58	62
Math-5	41	59	42	72
Math-6	52	43	71	67
Math-8	31	20	53	43
Algebra I	75	79	92	96
Geometry	85	91	92	100
Science-5	64	57	58	75
Science-8	68	64	67	70
Virginia Studies	87	92	82	87
Civics	88	78	74	79

Division: Cumberland County Public Schools School: Cumberland Middle School

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (≥16)
5	6	0	2	2	2	0
6	7	0	3	0	2	2
7	5	1	1	0	3	1
8	6	3	1	1	3	1
Special Education	5	2	3	1	0	1
Total	29	6	10	4	10	5

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0	
Number and percent of Exemplary teachers returning in 2016-2017	0	0	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	23	96	
Number and percent of Proficient teachers returning in 2016-2017	20	80	
Number and percent of Proficient teachers leaving in 2016-2017	3	13	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	1	4	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	1	4	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	2	8	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	28	93	
Number and percent of provisionally licensed teachers in 2016-2017	2	7	
Number and percent of new teachers to the school in 2016-2017	6	20	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	1	3	Algebra I
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	n/a
Principal Information/Instructional Background			
Degree area (s)	Administration and Supervision, English		
Total years of educational experience	27		
Total years as an Assistant Principal	1.5		
Total years as a Principal	7.5		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	0	0	1	0	0
*Sought/Obtained An Educational Position Outside the Division	0	0	1	0	0
*Sought/Obtained A Non-Educational Position Outside the Division	0	0	1	0	0
Advanced in Profession	0	0	0	0	0
Left Solely for Higher Pay	0	0	0	0	0
Personal Reasons (family, health, education)	0	0	1	0	0
Left During the School Year	0	0	0	0	0
Retired from Profession	0	0	0	0	0
Left Profession/Field	0	0	0	0	1
Resigned In Lieu of Dismissal/Termination	0	0	0	0	0
Dismissed/Non-Renewed	0	0	0	0	0
Other Reasons Not Identified Above	0	0	0	0	0

Non-duplicate

Reconstitution Information

The following steps have been taken in the past three years to improve student achievement at Cumberland Middle School:

- Governance
 - The Division Leadership Team conducted monthly site visits to participate in classroom walkthroughs, monitor data, and determine supports needed from the division (2014-2015, 2015-2016).
 - Superintendent established a Teacher Cabinet, consisting of teachers that have evidence of putting students first, to assist with instructional recommendations and decision making within the division (January 2016).
- Instructional Program
 - Administrative team and teachers attended Region 8 professional development provided by Dr. Chris Gareis on unpacking standards, developing Tables of Specifications, and the importance of the alignment of curriculum, instruction, and assessment (2013-2014, 2014-2015, 2015- 2016).
 - Additional English and Math instructional time was added to the Master Schedule (2014-2015, 2015-2016).
 - Hired Language Arts consultant, Dr. Lisa Meyers, to provide on-going professional development with administration and teachers on reading content knowledge, standard alignment, pedagogy, and the balanced literacy structure. (2014-2015, 2015-2016).
 - Hired math consultant, Lois Williams, to provide on-going professional development in math content knowledge, standard alignment, and pedagogy (2014-2015).
 - Designed a template for Balanced Literacy Instruction to assist 5th grade teachers with planning effective literacy instruction (2015-2016).
 - Implemented MAPS diagnostic tool in math in order to provide appropriate instruction. (2014-2015, 2015-2016).
 - Developed criteria for identifying students in Tier I, Tier II, and Tier III instruction in all content areas (2015-2016).
 - Scheduled extra help time for targeted Tier III and enrichment time (2015-2106).
 - Reinstated division required benchmark development and administration, data reporting, and data dialogue meetings with grade levels, school administration, and the division leadership team (2015-2016).
 - Reinstated writing performance based assessments for 5th-8th grade every six weeks (2015-2016).
 - Determined instructional non-negotiables and “look fors” with division leaders. Detailed written feedback and conferencing are required with at least five teachers a week. The feedback is submitted to the Superintendent (evaluates principal) who in turn provides detailed written feedback to the principal (2013-2014, 2014-2015, 2015-2016).
 - Provided expectations, professional development, monitoring, and feedback in the areas of “I can” statements and formative assessments, especially in the area of alignment to standards (2015-2016).
 - Incorporated at least ½ day collaborative planning for teacher per month. Grade levels also have common planning time (2014-2015, 2015-2016).

- School administration began facilitating weekly collaborative English planning to assist with student mastery at the appropriate cognitive levels and to assist with high expectations for student when planning (January 2016).
- T/TAC has assisted with math and science strategies (2014-2015, 2015-2016).
- Participated in the VDOE Technical Assistance in Science (2015-2016).
- Partnered with Longwood to have preservice Reading Specialists work one-on-one with students struggling in reading (2014-2015, 2015-2016).
- VDOE provided information and professional development for a team of teachers on strategies to use with English Language Learners at VDOE and in Region 8 (2015-2016).
- Allotted additional intervention time during after and summer school (2013-2014, 2014-2015, 2015-2016).
- Utilized Cortez Math instruction when needed to address math teacher shortages and staff identified needing support with content knowledge and pedagogy (2013-2014, 2014-2015, 2015-2016).
- Other
 - Partnered with the local 4H Extension Office to provide mentoring services to students (2014-2015, 2015-2016).

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
GOVERNANCE/STAFF Due to 2010 budget cuts, the school division team did not include a Curriculum and Instruction position. School administration and staff need additional instructional support in the area of content knowledge and pedagogy.	GOVERNANCE/STAFF A Curriculum and Instruction Coordinator has been hired to assist the middle school administration and staff with the instructional program.	GOVERNANCE/STAFF The added support in curriculum and instruction will lead to an increase in SOL scores to a 75% or higher in English and a 75% or higher in math.
GOVERNANCE/STAFF Due to 2010 budget cuts, the Master Teacher program had been eliminated. School administration and staff need additional instructional support in the area of content knowledge and pedagogy.	GOVERNANCE/STAFF Master teacher stipends in all four content areas have been added. Master teachers have been hired to assist with on-going peer professional development through workshops, modeling, and peer coaching.	GOVERNANCE/STAFF The added support and on-going professional development, peer coaching, and support will lead to an increase in SOL scores to a 75% or higher pass rate in English and a 75% or higher pass rate in math.
GOVERNANCE/STAFF Due to 2010 budget cuts, there has not been a full-time assistant principal at CMS. CMS administration and staff need additional support in instructional observations,	GOVERNANCE/STAFF A full-time assistant principal has been hired for CMS. The assistant principal will assist with classroom observations, classroom walkthroughs, feedback, coaching, and support.	GOVERNANCE/STAFF The added support will lead to an increase in SOL scores to a 75% or higher pass rate in English and a 75% or higher pass rate in math.

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
classroom walkthroughs, feedback, coaching, and support.		
<p>INSTRUCTIONAL PROGRAM A balanced literacy structure has been implemented in 5th grade; however, guided reading instruction is not producing an increase in reading levels nor mastery of standards.</p>	<p>INSTRUCTIONAL PROGRAM The guided reading section of the balanced literacy structure will be strengthened through professional development facilitated by the Curriculum and Instruction Coordinator, collaborative planning with school administration, and assistance from the reading team and reading master teacher.</p>	<p>INSTRUCTIONAL PROGRAM 95% of students will be reading on grade level or above and there will be a pass rate of 75% or higher on the English SOL assessments.</p>
<p>INSTRUCTIONAL PROGRAM A balanced literacy structure has been implemented in 5th grade; however, literacy stations need to be more meaningful as well as aligned with standards and reading skills.</p>	<p>INSTRUCTIONAL PROGRAM On-going professional development and collaborative planning will be provided by the Curriculum and Instruction Coordinator and school administration to assist teachers in designing quality literacy stations.</p>	<p>INSTRUCTIONAL PROGRAM 95% of students will be reading on grade level or above and there will be a pass rate of 75% or higher on the English SOL assessments.</p>
<p>INSTRUCTIONAL PROGRAM Criteria were identified and time was allotted for targeted and tiered intervention and enrichment (Extra Help Time). Specific researched based interventions are needed.</p>	<p>INSTRUCTIONAL PROGRAM IXL has been purchased for Tier II intervention and FastForward has been purchased for Tier III intervention options as appropriate for a student. Professional development will be provided and student mastery will be monitored.</p>	<p>INSTRUCTIONAL PROGRAM 95% of students will be reading on grade level or above and there will be a pass rate of 75% or higher on the English SOL assessments.</p>
<p>INSTRUCTIONAL PROGRAM School administration monitored and provided feedback on formative assessments. Continuous feedback indicates that additional professional development is needed on utilizing and aligning formative assessments.</p>	<p>INSTRUCTIONAL PROGRAM The Curriculum and Instruction Coordinator and school administration will facilitate on-going professional development on formative assessments. The books, <u>Formative Assessment, Making It Happen in the Classroom</u> by Heritage, and <u>Embedding Formative Assessment, Practical Techniques for K-12 Classrooms</u> by William and</p>	<p>INSTRUCTIONAL PROGRAM The increased development and use of aligned formative assessments and data will lead to an increase in SOL scores to a 75% or higher pass rate in English and a 75% or higher pass rate in math.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	<p>Leahy, will be used as a foundation for the professional development. Observations, walkthroughs, and feedback will focus on formative assessment.</p> <p>The principal is also attending professional development on formative assessments provided by VDOE.</p>	
<p>INSTRUCTIONAL PROGRAM A school-wide focus on reading is not evident.</p>	<p>INSTRUCTIONAL PROGRAM School administration with the assistance of the master teachers will implement a school-wide initiative to encourage reading and the love of reading.</p>	<p>INSTRUCTIONAL PROGRAM 95% of students will be reading on grade level or above and there will be a pass rate of 75% or higher on the English SOL assessments.</p>
<p>INSTRUCTIONAL PROGRAM Administration and teachers have been working on alignment of instruction and formative assessments to the content and cognitive level of the standards. There is little evidence of alignment at the cognitive level.</p>	<p>INSTRUCTIONAL PROGRAM A team of teachers will participate in the Literacy Design Collaborative and the Math Design Collaborative to design better aligned literacy units and implement better aligned math formative assessments.</p>	<p>INSTRUCTIONAL PROGRAM The added support and on-going professional development, coaching, and support will lead to an increase in SOL scores to a 75% or higher pass rate in English and a 75% or higher pass rate in math.</p>
<p>INSTRUCTIONAL PROGRAM A group of 15 students have failed both the Math 6 and Math 8 SOL assessments and have significant gaps in math instruction and skills.</p>	<p>INSTRUCTIONAL PROGRAM A Tier III intervention is being designed by Cortez to address the deficit in math knowledge and application of skills for these specific students.</p>	<p>INSTRUCTIONAL PROGRAM 100% of these students will pass the Algebra I SOL Assessment in 9th grade.</p>
<p>INSTRUCTIONAL PROGRAM The division developed consistent data spreadsheets along with teacher reflection graphic organizers to utilize for data dialogue discussions and for instruction planning and implementation.</p>	<p>INSTRUCTIONAL PROGRAM To decrease the amount of paperwork and increase the use of data, Interactive Achievement's LDS onTrac system will be used to filter certain data points, guide instruction, and develop intervention plans.</p>	<p>INSTRUCTIONAL PROGRAM Using this system will make use of data and planning more efficient leading to an increase in SOL scores to a 75% or higher pass rate in English and a 75% or higher pass rate in math.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Shadowing a Math Class – Parents will schedule a time with their child’s teacher to shadow a math classroom. Students will share how math is being used in their daily lives and what they are learning in the school. Parents will witness first hand opportunities for increased engagement.	Math SOL scores will increase by at least 8 percent.
Celebration of Learning Nights-- Parents will visit the school with their children. Children will explain their progress in class to parents based on their goal-setting/class activities.	Math SOL scores will increase by at least 8 percent and English SOL scores will increase by 5 percent.
Transformative Discipline and Soliciting Parent Support-- Students, parents, and administration will put support plans in place as needed to keep children in school to avoid missing classroom instruction.	Math SOL scores will increase by at least 8 percent and English SOL scores will increase by 5 percent.
Enrichment Reading and Reading Logs – Reading logs will go home with students to log reading time. Students will be encouraged to choose books of interest and then log work. School incentives will be used as reinforcement of learning to create a love for reading.	English SOL scores will increase by at least 5 percent.
Book Fair for Students in March – This project supports the initiative for the love of reading and continues to reinforce the need for increased reading scores. Students and their parents can explore reading opportunities through the Scholastic Book Fair.	English SOL scores will increase by at least 5 percent.

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2016-2017	2017-2018	2018-2019	2019-2020
English	70	75	80	85
Math	67	75	80	85
Science	72	78	82	85

Cumberland County Public Schools respectfully requests that Cumberland Middle School receive the rating of *Partially Accredited: Reconstituted School* due to the academic progress made during the 2015-2016 school year. Preliminary results indicate that the school will meet the benchmark requirement in science. Although the current reading and math scores did not meet the benchmark, there was significant

student academic growth within cohorts of students. Please review the chart below indicating the significant student growth of the same cohort of students.

2015-2016 5th Graders	3rd Grade Scores (14-15)	4th Grade Scores (15-16)	5 th Grade Scores (16-17)
Reading	53	60	69
Math	47	71	72

2015-2016 6th Graders	3rd Grade Scores 13-14	4 th Grade Scores 14-15	5 th Grade Scores 15-16	6 th Grade 16-17
Reading	55	53	52	62
Math	46	63	42	67

2015-2016 7th Graders	4th Grade Scores 13-14	5 th Grade Scores 14-15	6 th Grade Scores 15-16	7 th Grade 16-17
Reading	61	63	66	88
Math	59	59	71	n/a

2015-2016 8th Graders	5th Grade Scores 13-14	6 th Grade Scores 14-15	7th Grade Scores 15-16	8 th Grade 16-17
Reading	56	55	66	68
Math	56	55	n/a	43

**Virginia Department of Education
State/Federal Accountability Data
Cumberland Middle
Grades: 05 - 08
Cumberland County**

Attachment G1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 88%	Gr 6-8: 84%	*76%	58%	63%	71%
Mathematics	85%	*79%	54%	52%	66%	68%
History and Social Sciences	*Gr 4-8: 86%	Gr 4-8: 89%	84%	76%	78%	83%
Science	Gr 5-8: 95%	Gr 5-8: 92%	*81%	71%	64%	72%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	87%	81%	*60%	57%	60%	68%
English: Writing	87%	85%	60%	50%	58%	62%
History and Social Sciences	*86%	88%	83%	75%	78%	81%
Mathematics	84%	*60%	46%	45%	62%	64%
Science	95%	91%	*66%	61%	63%	70%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

Division: Danville Public Schools

School: G.L.H. Johnson Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Danville City Public Schools School Board that G.L.H. Johnson Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Sharon Dones _____ Typed School Board Chair Name

Sharon Dones _____

School Board Chair Signature

7/14/16 _____

Date

School Information/Demographics

G.L.H. Johnson Elementary School has experienced changes in school membership due to multiple school closures at the division level coincident with the erosion of student academic outcomes. School membership for 2011-2012 and 2012-2013, the last two years G.L.H. Johnson Elementary School achieved full accreditation, was below 500. At the end of the 2012-2013 school year, the division closed one elementary school and redistributed those students among the remaining eight elementary schools. At the end of the 2013-2014 school year, the division closed three more elementary schools and one middle school and redistributed students and families to the remaining schools. The enrollment at G.L.H. Johnson Elementary School increased from 478 in 2012-2013 to 503 in 2013-2014, to 610 in 2014-2015, and to 615 in 2015-2016. The percentage of students qualifying for free and reduced meals at school ranged from 85% to 87% over the period from 2012-2013 to 2014-2015. During the 2015-2016 school year Danville Public Schools became a Community Eligibility Provision division which resulted in the rate of 93.72% for the school.

Division		Free/Reduced Lunch Eligible Percentage		
Danville Public Schools		93.72%		
School		Title I Model		
G.L.H. Johnson Elementary School		Schoolwide Program		
Grade Level	Enrollment	English Language Learners	Special Education	
K	95	0	13	
1	109	1	12	
2	115	1	17	
3	107	1	9	
4	101	4	11	
5	80	0	11	
Total	607	7	73	

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	42%	49%	61%	54%
Mathematics	58%	53%	64%	53%
Science	56%	51%	77%	51%
History	81%	69%	52%	72%
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English-3 rd Grade	61.54%	37.33%	57.45%	55.56%
English-4 th Grade	47.13%	63.04%	53.75%	55.88%
English-5 th Grade	36.99%	50.00%	67.82%	48.78%
Math-3 rd Grade	59.26%	38.67%	52.08%	37.11%
Math-4 th Grade	73.03%	65.22%	65.85%	55.56%
Math-5 th Grade	33.78%	46.51%	68.18%	68.60%
Science-3 rd Grade	79.27%	67.11%	NA	NA
Science-5 th Grade	32.00%	40.48%	79.31%	51.28%
History-3 rd Grade	85.37%	62.67%	NA	NA
History-4 th Grade	54.43%	79.35%	80.68%	71.57%
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Staff Information

G.L.H. Johnson Elementary school has experienced difficulty in maintaining a consistent instructional team. At the end of the 2012-2013 school year, 21% of the classroom teachers were replaced as well as one Title I teacher, the guidance counselor, the speech therapist, and one special education teacher. At the end of the same school year, three division elementary schools were closed. Many of the students reassigned to G.L.H. Johnson for the 2013-2014 school year had been accustomed to very small class sizes and attendance at a school with a student body of approximately 200 students. The transition to a new school community and much larger school was difficult for those students. Nine weeks into the 2013-2014 school year two teachers were transferred from a different elementary school due to small numbers at that school. The administration at G.L.H. Johnson was directed to create two new classes for these teachers by splitting existing classes. While this reduced the student to teacher ratio, it also further disrupted young students who had already been disrupted by reassignment. These disruptions were detrimental to teachers, students, and families and the effects lasted well beyond the year of the occurrence.

G.L.H. Johnson Elementary lost 32% of their faculty by the end of the 2013-2014 school year. One new teacher departed before the end of the first half of the year. By the 2014-2015 school year, processes for monitoring lesson plans, instructional delivery, and reviewing and responding to student data were in firmly in place. This was evident in the student outcomes and in the reduction in loss of staff over the previous year. Only 24% of the instructional staff was lost.

At the end of the 2015-2016 school year, only 17% of the staff was lost indicating improvement in the retention of staff and maintenance of a consistent instructional program for students. The greatest staffing challenge for 2015-2016 was the reassignment of the assistant principal within the first month of school. No permanent replacement was assigned for the remainder of the school year. Central office administrators provided assistance sporadically as called upon and by the end of November a retired middle school administrator had been secured to provide assistance for the remainder of the year. An experienced administrator with both elementary and middle school experience has been assigned to the school for the 2016-2017 school year.

Grade Level/ Content	Number of Teachers	New to School for 2016-2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	5	1	1		1	2
1	6	2			1	3
2	5	1			2	2
3	5	0	2			3
4	5 *1 of the teachers was a long term substitute	1	2	1	1	
5	4	2		1	1	
Special Education	3 1 shared with	0	1		1	1

	another school					
Title I Reading	4 *1 long term substitute 1 part time	2				2
Specialty (Guidance, Music, Physical Education)	5	1	2 Music Teacher PE Teacher			2 Guidance Counselor PE Teacher
Technology - Instructional Technology Resource Teacher (ITRT)	1	0			1	
Total	43	10	8	2	8	15

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Teacher Performance and Mobility Information			
Number and percent of all teachers scoring Exemplary in 2015-2016	11	25.6%	
Number and percent of Exemplary teachers returning in 2016-2017	10	23.3%	
Number and percent of Exemplary teachers leaving in 2016-2017	1	2.3%	
Number and percent of teachers scoring Proficient in 2015-2016	19	44%	
Number and percent of Proficient teachers returning in 2016-2017	16	37%	
Number and percent of Proficient teachers leaving in 2016-2017	3	7%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	10	23%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	9	21%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	1	2%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
	Number of All Teachers	Percent of All Teachers	Area of Teaching
Teacher Licensure Information			

Number and percent of teachers fully licensed in 2016-2017	42	98%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0	
Number and percent of new teachers to the school in 2016-2017	10	23%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	1	2.3%	5 th Grade English/Language Arts
Principal Information/Instructional Background			
Degree area (s)	Bachelor of Science in Business - Management Information Systems Master of Science in Education – Special Education Education Specialist – Administration and Supervision		
Total years of educational experience	15 years		
Total years as an Assistant Principal	0 years		
Total years as a Principal	5 years		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division		1	1		
*Sought/Obtained An Educational Position Outside the Division			3	1	
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					
Left During the School Year					
Retired from Profession					
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

Reconstitution Information

2013-2014 state testing outcomes resulted in Warnings in English, Math, and Science. The school implemented essential actions in the following areas: school leadership, lesson planning, lesson observation, lesson alignment, data analysis, and professional development.

Actions taken by school leadership including implementing a system for providing guidance to teachers regarding expectations for monitoring the written, taught, and assessed curriculum. Math and Reading content teams met weekly on Wednesdays to analyze common assessment results and to ensure alignment with the written curriculum. Compliance with instructional alignment was monitored during weekly informal observations with feedback and conferencing. A division-designed rubric was used to provide consistent feedback on the written, taught, and assessed curriculum. Teachers also engaged in self- and peer-observation.

Actions taken in regards to lesson planning included developing and implementing the use of lesson planning and common assessment checklists. Teachers were required to develop common assessments collaboratively using backward-design and using the checklist to ensure conformity with expectations. A new lesson plan template was introduced and teachers followed a process for unpacking the curriculum and utilizing this template. Training was conducted for teachers using information from Alignment of Academic Review and Performance Evaluation sessions and other Virginia Department of Education resources.

In 2014-2015, G.L.H. Johnson Elementary School experienced academic gains in spite of remaining Warned in English and Mathematics. Grade level teams met weekly with administration for the purpose of reviewing common assessment data, discussing student concerns, and planning for instruction. Additionally, the instructional teams met weekly to collaborate in the development of common assessments and lesson plans. Essentially, administration had systems in place which were implemented with fidelity.

During the 2014-2015 academic year administration made the decision to departmentalize instruction for the fifth grade students. A new Science 5 teacher joined the instructional team. Science instruction was planned utilizing backward design. Standards were unpacked so as to facilitate provision of instruction at the appropriate cognitive level. Classroom instruction included opportunities for hands on involvement and experimentation for the students. Teachers collaborated to design ideas that would address the standards.

The gains made in 2014-2015 were not sustained in 2015-2016. The assistant principal who had been in place for several years was promoted to a position at another school in the division. The new assistant principal was reassigned within the first month of the 2015-2016 school year. These occurrences interrupted the continuation of effective monitoring practices that had resulted in improved student outcomes. It was not possible to continue the practices that had improved outcomes without two administrators. A retired middle school administrator was assigned to the position of assistant principal at mid-year. By that time, it was difficult to regain the time lost in fully supporting the instructional program which was evidenced by student outcomes. Moving forward into the 2016-2017 school year an experienced administrative team is in place at the school.

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>GOVERNANCE The principal has had sole responsibility for governance with inconsistent support from central office. No direct line of communication existed to provide appropriate support as needed.</p>	<p>GOVERNANCE The principal will work collaboratively with the Director of Accountability (DOA) to facilitate timely support and allocation resources to meet the unique needs of this school and to facilitate school improvement and improved student learning outcomes.</p> <p>The DOA will report weekly to the Superintendent’s Cabinet on school progress and needs. The Cabinet consists of the Superintendent and Chiefs for Academics, Human Resources, and Operations thus school needs can immediately addressed.</p>	<p>GOVERNANCE Through regular communication and monitoring specific needs in the areas of instructional support, staffing, and operations will be identified, documented, and met.</p> <p>Improved student learning as measured by assessments (Phonological Awareness Literacy Screening, division-created assessments utilizing an online service provider, and computer-adaptive assessments provided by an external provider) given periodically during the school year. Improved student outcomes on the Virginia Standards of Learning Assessments in grades 3-5.</p>
<p>INSTRUCTIONAL PROGRAM Office and discipline referrals indicate that the implementation of Positive Behavior Supports and Intervention (PBIS) is inconsistent across grades. This allows student behavior to disrupt the teaching and learning environment.</p>	<p>INSTRUCTIONAL PROGRAM A consultant will be hired to provide training for all staff in understanding, recognizing, and mitigating the impact of unconscious or implicit bias.</p> <p>A consultant will be hired to provide training for all staff in understanding registers of language. Follow-up support will be provided by division-level staff who are certified trainers for the model employed. All staff will be required to apply these principles in their daily work with students and families.</p>	<p>INSTRUCTIONAL PROGRAM There will be a reduction in the number of office and discipline referrals resulting in increased opportunity for student learning.</p> <p>There will be a reduction in the number of office and discipline referrals resulting in increased opportunity for student learning.</p> <p>Improved student learning as measured by assessments (Phonological Awareness Literacy Screening, division-created assessments utilizing an online service provider, and computer-adaptive assessments provided by an external provider) given periodically during the school year. Improved student outcomes on the Virginia Standards of Learning Assessments in grades 3-5.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM Lesson planning is typified by compliance rather than understanding of how to connect the content and rigor defined by the curriculum framework to classroom instruction.</p>	<p>INSTRUCTIONAL PROGRAM A consultant will be hired to provide training to assist teachers in creating lesson plans which incorporate all content, skills, and rigor defined by the state curriculum frameworks and to effectively incorporate research-based strategies into classroom instruction. Teachers will receive training on strategically pre-teaching and holding students accountable for learning. Follow-up support will be provided by utilizing online modules reflecting the content of each training session. These modules will be utilized during faculty meetings and will be available for individual teacher use.</p>	<p>INSTRUCTIONAL PROGRAM Division-level support staff and Instructional Coaches newly assigned to the school who have received training in these areas will monitor and provide support for teachers in engaging in improved practice.</p> <p>Documentation from review of lesson plans and informal and formal classroom observations will be utilized to differentiate support.</p> <p>Improved student learning as measured by assessments (Phonological Awareness Literacy Screening, division-created assessments utilizing an online service provider, and computer-adaptive assessments provided by an external provider) given periodically during the school year. Improved student outcomes on the Virginia Standards of Learning Assessments in grades 3-5.</p>
<p>INSTRUCTIONAL PROGRAM The principal has been responsible for school management and instructional leadership with insufficient support for the level of need extant in the school.</p>	<p>INSTRUCTIONAL PROGRAM Instructional Coaches for English/Language Arts and Mathematics have been identified and assigned to the school to provide assistance with instructional matters related to student learning. The Coaches are experienced teachers with a record of success and with at least Master’s Degree level credentials in the assigned academic area. The Coaches are engaged in ongoing training to assist them in providing appropriate differentiated support to teachers to improve student learning outcomes.</p>	<p>INSTRUCTIONAL PROGRAM Documentation from review of lesson plans and informal and formal classroom observations will be utilized to differentiate support.</p> <p>Improved student learning as measured by assessments (Phonological Awareness Literacy Screening, division-created assessments utilizing an online service provider, and computer-adaptive assessments provided by an external provider) given periodically during the school year. Improved student outcomes on the Virginia Standards of Learning Assessments in grades 3-5.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM & STAFFING The principal has been responsible for school management and instructional leadership with insufficient support for the level of need extant in the school. Intervention lessons are provided inconsistently during the school day or during limited after school opportunities.</p>	<p>INSTRUCTIONAL PROGRAM & STAFFING Funding through Title I has been requested to employ a licensed teacher with a record of success to serve as an Interventionist. The Interventionist will utilize defined tools to assess students in the areas of reading and mathematics and will provide computer-assisted instruction to meet individual student needs based upon the assessment results. All students will have a weekly opportunity to work with the Interventionist.</p>	<p>INSTRUCTIONAL PROGRAM & STAFFING All students will be screened three times during the school year utilizing a computer-adaptive assessment package. Student progress will be determined by growth from fall to mid-year and from mid-year to spring in the areas of reading and mathematics.</p>
<p>STAFFING Currently teachers meet weekly to collaboratively develop lesson plans and common assessments for the week.</p>	<p>STAFFING Instructional Coaches for English/Language Arts and Mathematics have been identified and assigned to the school to provide assistance with instructional matters related to student learning. The Coaches are experienced teachers with a record of success and with at least Master’s Degree level credentials in the assigned academic area. The Coaches are engaged in ongoing training to assist them in providing appropriate differentiated support to teachers to improve student learning outcomes.</p> <p>Instructional coaches will join the principal and assistant principal on the leadership team. The instructional coaches will be trained on utilizing a student-centered approach to coaching and will work with teachers on a rotating cycle to improve student outcomes. Coaches will work with teachers to consistently develop lesson plans that are aligned with the Virginia Standards of Learning Curriculum Framework in rigor and content. Coaches will</p>	<p>STAFFING Improved student learning as measured by assessments (Phonological Awareness Literacy Screening, division-created assessments utilizing an online service provider, and computer-adaptive assessments provided by an external provider) given periodically during the school year. Improved student outcomes on the Virginia Standards of Learning Assessments in grades 3-5.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	<p>provide training and support for utilizing division curriculum and pacing materials, assist with the selection and use of aligned instructional materials, assist with the development and use of formative assessments, and analysis of formative assessment data. The data will be collected and used to inform instructional practice in an ongoing manner.</p>	
<p>STAFFING During the 2015-2016 school year and unanticipated situation resulted in inconsistency for the position of Assistant Principal. For several months there was no assigned Assistant Principal and very inconsistent support was provided by rotating central office administrators until a retired middle school administrator could be engaged to provide daily support.</p>	<p>STAFFING An experienced Assistant Principal has been assigned to the school. Predictability and support in a very large, high need school environment are important for staff, families, and students. The assigned administrator has a successful background at the elementary and middle school level in both teaching and administration and can serve as an instructional resource.</p>	<p>STAFFING There will be a reduction in the number of office and discipline referrals resulting in increased opportunity for student learning.</p> <p>Improved student learning as measured by assessments (Phonological Awareness Literacy Screening, division-created assessments utilizing an online service provider, and computer-adaptive assessments provided by an external provider) given periodically during the school year. Improved student outcomes on the Virginia Standards of Learning Assessments in grades 3-5.</p>
<p>STAFFING During the 2015-2016 school year the school was solely responsible for providing a program of family engagement activities and facilitating productive communication between homes and school.</p>	<p>STAFFING A Parent Liaison will be assigned to handle all family engagement activities including assessing the need for workshops for parents/guardians, providing workshops and programming to assist families with supporting student learning, documentation of participation in offerings, and evaluation of implementation.</p>	<p>STAFFING Documentation of attendance at events and evaluations completed by attendees will be utilized to provide parents/guardians with programming and supports to enable them to better support their students as learners.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Quarterly meetings sessions with parents to: <ul style="list-style-type: none"> • Provide an overview of “what we will learn this quarter and how you can support learning at home”; • Review individual child’s performance data on MAP, DRA2, PALs, benchmark assessments and other relevant data; • Facilitate student goal setting; • Facilitate engagement in progress monitoring. 	Build parental awareness of the Standards of Learning curriculum and the learning process. Involve parents in how students are assessed as well as the progress monitoring process.

Closing Rationale with Trajectory of Progress

G.L.H. Johnson Elementary School was last fully accredited at the end of the 2012-2013 school year following several years of stability in accreditation outcomes and in division and school leadership. From 2013 through 2014-2015 instability at the division level resulted in the loss of accreditation and three consecutive years of Warned subject area outcomes. At the end of the 2012-2013 school year, the superintendent and assistant superintendent for instruction retired and a superintendent from outside of the state was appointed. Three elementary schools were closed due to a budget shortfall and those students were reassigned to the remaining schools. A new assistant superintendent was appointed in August of 2013-2014 just prior to the opening of school; also with no administrative experience in Virginia. While solid instruction has no connection with experience in different states, it is important to understand the dual accountability system in Virginia and that there is a learning curve associated with gaining this understanding and applying this knowledge to the decisions impacting schools and students.

At the end of the 2013-2014 school year the superintendent resigned. In spite of the challenges experienced during the 2013-2014 school year, the school did experience an increase in pass rates for one subject area. Reading for grades three through five combined increased by seven percentage points, math decreased by five percentage points, science dropped by five percentage points and history dropped by twelve percentage points but remained above the accreditation target. From 2012-2013 to 2014-2015 the school experienced an increase in enrollment of over 100 students due to shifts in student population created by school closures which exacerbated the challenges.

At the beginning of the 2014-2015 school year the Assistant Superintendent for Administrative Services was appointed to serve as Interim Superintendent and a Director for Pre-Kindergarten and Elementary Instruction with no Virginia experience was hired as a new position for the division. A new Director for School Improvement, Research and Accountability was reassigned from school level administration in September of 2014 more than a month after the opening of school for students. The school was able to make gains during the 2014-2015 school year ending with an improvement of twelve percentage points for reading combined, eleven percentage points for math combined, and an increase of twenty-six percentage points for science. While the school remained in Warning for two subject areas, enough growth was achieved to result in a rating of Partially Accredited Improving School.

At the end of the 2014-2015 school year, a new superintendent was appointed and at the beginning of the 2015-2016 school year the assistant superintendent for instruction resigned. An interim with other division-level duties was assigned to the vacant position. At the school level, an unanticipated situation resulted in the loss of the assistant principal and unresolved issues with this situation prevented the assignment of a permanent replacement. Thus the school was without consistent administrative support until a retired middle school administrator could be assigned. Enrollment at the school had steadily increased from 478 in 2012-2013 to a high of 615 in 2015-2016 which left the principal to manage a very large, high needs school without consistent support at the school level or centrally. We project that the outcomes from the 2015-2016 school year will result in drops in performance for all subject areas except social science/history and Warnings in all other areas.

The changes in school governance, instructional programming, and staffing will provide stability and will support differentiation in support and resources from the central level to facilitate overall improvements in student learning and accountability outcomes. The 2016-2017 school year will open with consistent leadership in the superintendent’s office for the first time since 2012-2013. The new Chief Academic Officer has multi-level experience and has served as principal of a Priority elementary school in the division. Duties at the central level have been realigned to provide enhanced support to G.L.H. Johnson Elementary School. Additional staff members have been added to the faculty including an experienced assistant principal, two Instructional Coaches, and an Interventionist. A Parent Liaison will be added to assist with family engagement. Professional development will be provided to meet specific school needs and support will be provided to ensure its application by instructional staff to improve student outcomes.

G.L.H. Johnson Elementary School students in third through fifth grades combined will meet the state accreditation target for English: Reading by the end of the 2018-2019 school year by increasing pass rates on the state assessment by at least seven percentage points per year for the next three years. Combined results for the third through fifth grade state math assessments will increase by at least six percentage points per year over the next three years to meet the state accreditation target by the end of the 2018-2019 school year. The pass rate for 5th grade science assessments will increase by at least six percentage points per year over the next three years to meet the state accreditation target by the end of the 2018-2019 school year. Though Virginia Studies’ pass rates currently exceed the state target of 70%, we anticipate increases of at least five percentage points per year in pass rates for history/social science.

These improvements in achievement will be the result of the improved efforts of faculty and staff supported by stability in division leadership, the provision and sustenance of appropriate differentiated supports to the school in the areas of governance, staffing, and instruction, and stability in student population. We respectfully request an opportunity to work towards accreditation with a designation of Partially Accredited: Reconstituted School.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016 Preliminary Pass Rates	2016-2017	2017-2018	2018-2019
English	54%	61%	68%	75%
Math	53%	59%	65%	70%
Science	51%	57%	63%	70%
History	72%	77%	82%	87%

**Virginia Department of Education
State/Federal Accountability Data
G.L.H. Johnson Elementary
Grades: KG - 05
Danville City**

Attachment H1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 76%	Gr 3-5: 76%	*42%	49%	61%	54%
Mathematics	86%	*77%	58%	53%	64%	59%
History and Social Sciences	*Gr 3: 71% *Gr 4-8: 91%	Gr 3: 77% Gr 4-8: 91%	81%	78%	71%	72%
Science	Gr 3: 90% Gr 5-8: 76%	Gr 3: 79% Gr 5-8: 75%	*72%	51%	77%	52%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	71%	76%	*49%	51%	60%	53%
English: Writing	77%	80%	25%	33%	N/A	N/A
History and Social Sciences	*81%	86%	83%	72%	54%	73%
Mathematics	84%	*62%	57%	51%	62%	58%
Science	82%	79%	*57%	53%	79%	55%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

Division: Danville Public Schools

School: Schoolfield Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Danville City Public Schools School Board that Schoolfield Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Sharon Dones _____ Typed School Board Chair Name

Sharon Dones _____ School Board Chair Signature

7/14/16 _____ Date

School Information/Demographics

Schoolfield Elementary School has experienced changes in school membership due to multiple school closures at the division level coincident with the erosion of student academic outcomes. School membership for 2011-2012 and 2012-2013, the last two years Schoolfield Elementary School achieved full accreditation, was below 425. At the end of the 2012-2013 school year, the division closed one elementary school and redistributed those students among the remaining eight elementary schools. At the end of the 2013-2014 school year, the division closed three more elementary schools and one middle school and redistributed students and families to the remaining schools. The enrollment at Schoolfield Elementary School increased from 416 in 2012-2013 to 581 in 2013-2014, and has ranged from 546 to 558 from 2014-2016. The percentage of students qualifying for free and reduced meals at school ranged from 84% to 87% over the period from 2012-2013 to 2014-2015. During the 2015-2016 school year Danville Public Schools became a Community Eligibility Provision division which resulted in the free and reduced meals rate of 95% for the school.

Division		Free/Reduced Lunch Eligible Percentage		
Danville Public Schools		95%		
School		Title I Model		
Schoolfield Elementary School		Schoolwide Program		
Grade Level	Enrollment	English Language Learners	Special Education	
K	90	7	7	
1	85	5	8	
2	105	10	9	
3	94	10	8	
4	99	20	9	
5	82	9	12	
Total	555	61	53	

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments

Division: Danville Public Schools

School: Schoolfield Elementary School

English	61%	64%	65%	70%
Mathematics	66%	69%	64%	63%
Science	66%	72%	74%	92%
History	85%	83%	85%	54%
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English-3 rd Grade	59.30%	65.82%	47.37%	70.45%
English-4 th Grade	58.57%	60.92%	72.22%	64.15%
English-5 th Grade	69.33%	63.77%	73.33%	78.16%
Math-3 rd Grade	58.62%	70.00%	45.26%	64.37%
Math-4 th Grade	67.61%	68.97%	84.93%	55.88%
Math-5 th Grade	63.51%	62.69%	55.84%	72.15%
Science-3 rd Grade	75.00%	79.49%		
Science-5 th Grade	56.76%	63.24%	76.32%	92.31%
History-3 rd Grade	86.36%	92.41%		
History-4 th Grade	82.89%	76.19%	86.11%	53.76%
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Staff Information

Schoolfield Elementary School has experienced challenges in retaining effective and experienced teaching staff due to the uncertainty of the change in leadership for the 2014-15 school year, Schoolfield lost a total of seven teachers. Teachers hired included four veteran teachers from out of state who were not familiar with the state standards. Enrollment increase, teacher retirement, teacher death, and teacher illnesses caused turnover in the 2015-16 school year where seven new teachers were hired.

Grade Level/Content	Number of Teachers	New to School for 2016-2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	5	2	2	1	1	1
1	5	1	2	1	2	0

Division: Danville Public Schools

School: Schoolfield Elementary School

2	5	0	1	0	1	3
3	6	2	2	0	2	2
4	4	2	1	0	2	1
5	4	1	1	0	1	3
Special Education	2.5	1.5	0	1	1	0
Title I Reading	3	0	0	0	0	3
Specialty (Guidance, Music, Physical Education)	5	1	1	0	0	4
English Language Learner Teacher	.5	0	0	0	.5	0
Instructional Technology Resource Teacher	.2	0	0	0	0	.2
Total	40.2	10.5	10	3	10.5	17.2

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0	
Number and percent of Exemplary teachers returning in 2016-2017	0	0	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	33.5	97%	
Number and percent of Proficient teachers returning in 2016-2017	28.5	83%	
Number and percent of Proficient teachers leaving in 2016-2017	5	15%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	1	.02%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	1	.02%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	35.5	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0	
Number and percent of new teachers to the school in 2016-2017	8.5	76%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	1	2.3%	5 th Grade English/Language Arts
Principal Information/Instructional Background			
Degree area (s)	Master's Adaptive Physical Education, Certification in Educational Leadership		
Total years of educational experience	41 years		
Total years as an Assistant Principal	8 years		
Total years as a Principal	14 years		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			1		
*Sought/Obtained An Educational Position Outside the Division			3		
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					
Left During the School Year					
Retired from Profession			3		
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed			1		
Other Reasons Not Identified Above					

*non-duplicate
1

Reconstitution Information

Over the past four years Schoolfield Elementary School has earned pass rates for reading showing a steady increase from 61% for spring 2013 testing to 70% projected for spring 2016. Science increased steadily from 66% for spring 2013 to 92% projected for spring 2016. From 2013 to 2016 math pass rates remained in the sixties and fluctuated.

2012-2013 state testing outcomes resulted in Warning in English for Schoolfield Elementary. A standard lesson plan template was utilized by all teachers. All teachers were trained in utilizing backward design and the table of specification for lesson planning in a series of workshops.

In 2013-2014 state testing outcomes resulted in Warnings in English and Math for Schoolfield Elementary. Tier II and Tier III students were offered after school remediation in reading and math beginning in November of 2014. Professional Learning Communities were begun in August 2014 for collaboration of best teaching practices and an opportunity for teachers to share challenges. An outside consultant was hired to improve the teaching of guided reading, a component of balanced literacy.

2014-2015 state testing outcomes resulted in Warnings in English and Math for Schoolfield Elementary School. The master schedule was changed the summer of 2015 to increase quality time in the areas of reading and math. The Title I teachers, special education teachers, and paraprofessional’s schedules were modified to ensure Tier II and Tier III students were receiving inclusion instruction during reading and math. All teachers and support staff shared lesson plans to ensure students were taught the same standards. Tier II and Tier III students were offered after school remediation in reading and math beginning in November of 2015. During the day remediation, Tier III instruction, was conducted for students beginning in December of 2015. Diagnostic, computer adaptive assessments were initiated in October 2015 facilitating the identification of strengths and weaknesses for math and reading for all students K-5. Collaborative pairing and the use of word walls during instruction were incorporated into classroom instruction. An outside consultant was utilized to focus on kindergarten and paraprofessional instruction.

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>GOVERNANCE The principal has had sole responsibility for governance with inconsistent support from central office. No direct line of communication existed to provide appropriate support as needed.</p>	<p>GOVERNANCE The principal will work collaboratively with the Director of Elementary Instruction (DEI) to facilitate timely support and allocation resources to meet the unique needs of this school and to facilitate school improvement and improved student learning outcomes. The DEI will report weekly to the Superintendent’s Cabinet on</p>	<p>GOVERNANCE Through regular communication and monitoring specific needs in the areas of instructional support, staffing, and operations will be identified, documented, and met. Improved student learning as measured by assessments (Phonological Awareness Literacy Screening, division-created assessments utilizing an online service provider, and</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	<p>school progress and needs. The Cabinet consists of the Superintendent and Chiefs for Academics, Human Resources, and Operations thus school needs can immediately addressed.</p>	<p>computer-adaptive assessments provided by an external provider) given periodically during the school year. Improved student outcomes on the Virginia Standards of Learning Assessments in grades 3-5.</p>
<p>INSTRUCTIONAL PROGRAM Administrators monitor lesson plans inconsistently.</p>	<p>INSTRUCTIONAL PROGRAM Administrators will require lesson plans to be available on the desk at all times. Lesson plans will be posted in an online folder accessible to administrators and instructional coaches by Wednesday of the week prior to when the lessons will be taught. Written feedback will be provided on lesson plans as they are reviewed during classroom observations.</p>	<p>INSTRUCTIONAL PROGRAM Documentation from review of lesson plans and informal and formal classroom observations will be utilized to differentiate support.</p> <p>Combined pass rates for grades three through five for state reading and math assessments will increase by at least five percentage points by the end of the 2016-2017 school year.</p>
<p>INSTRUCTIONAL PROGRAM Walkthroughs are conducted on a daily basis but feedback is inconsistent.</p>	<p>INSTRUCTIONAL PROGRAM Administrators will provide timely and consistent feedback following walkthrough observations.</p>	<p>INSTRUCTIONAL PROGRAM Documentation from review of lesson plans and informal and formal classroom observations will be utilized to differentiate support.</p> <p>Combined pass rates for grades three through five for state reading and math assessments will increase by at least five percentage points by the end of the 2016-2017 school year.</p>
<p>INSTRUCTIONAL PROGRAM Teachers are inconsistent in their use of strategies to require students to use higher level thinking. Lessons are taught utilizing low level strategies which encourage memorization rather than application of content and skills.</p>	<p>INSTRUCTIONAL PROGRAM A consultant will be hired to train teachers in using higher order thinking skills in lesson plan creation and lesson delivery. Additional support will be provided using online lesson modules matched to the training during faculty meetings. Lesson plans will be monitored with written feedback provided to ensure consistency with state curriculum frameworks. Feedback on lesson plans will be discussed during weekly grade level meetings.</p>	<p>INSTRUCTIONAL PROGRAM Documentation from review of lesson plans and informal and formal classroom observations will be utilized to differentiate support.</p> <p>Improved student learning as measured by assessments (Phonological Awareness Literacy Screening, division-created assessments utilizing an online service provider, and computer-adaptive assessments provided by an external provider) given periodically during the school year.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
		<p>Combined pass rates for grades three through five for state reading and math assessments will increase by at least five percentage points by the end of the 2016-2017 school year.</p>
<p>INSTRUCTIONAL PROGRAM & STAFFING Individual teachers are attending workshops and bringing information back to school to share. The information received is not being incorporated into lesson planning and classroom instruction.</p>	<p>INSTRUCTIONAL PROGRAM & STAFFING Instructional Coaches for English/Language Arts and Mathematics have been identified and assigned to the school to provide assistance with lesson planning, using math manipulatives, and lesson presentation. Coaches may work with students to model effective instructional strategies. The Coaches are experienced teachers with a record of success and with at least Master’s Degree level credentials in the assigned academic area. The Coaches are engaged in ongoing training to assist them in providing appropriate differentiated support to teachers to improve student learning outcomes.</p>	<p>INSTRUCTIONAL PROGRAM & STAFFING Division-level support staff and Instructional Coaches newly assigned to the school who have received training in these areas will monitor and provide support for teachers in engaging in improved practice.</p> <p>Improved student learning as measured by assessments (Phonological Awareness Literacy Screening, division-created assessments utilizing an online service provider, and computer-adaptive assessments provided by an external provider) given periodically during the school year.</p> <p>Combined pass rates for grades three through five for state reading and math assessments will increase by at least five percentage points by the end of the 2016-2017 school year.</p>
<p>INSTRUCTIONAL PROGRAM Teachers use common assessments inconsistently. Teachers use formative assessments inconsistently.</p>	<p>INSTRUCTIONAL PROGRAM Instructional Coaches will assist teachers in creating common assessments for use. Training will be provided on utilizing formative assessment. Administrators and Coaches will conduct walkthroughs to determine the use of formative assessments and to provide additional support as needed.</p>	<p>INSTRUCTIONAL PROGRAM Improved student learning as measured by assessments (Phonological Awareness Literacy Screening, common assessments, division-created assessments utilizing an online service provider, and computer-adaptive assessments provided by an external provider) given periodically during the school year.</p>
<p>INSTRUCTIONAL PROGRAM & STAFFING Intervention lessons are provided inconsistently during the school</p>	<p>INSTRUCTIONAL PROGRAM & STAFFING Funding through Title I has been requested to employ a licensed</p>	<p>INSTRUCTIONAL PROGRAM & STAFFING All students will be screened three times during the school</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>day or during limited after school opportunities.</p>	<p>teacher with a record of success to serve as an Interventionist. The Interventionist will utilize defined tools to assess students in the areas of reading and mathematics and will provide computer-assisted instruction to meet individual student needs based upon the assessment results. All students will have a weekly opportunity to work with the Interventionist.</p>	<p>year utilizing a computer-adaptive assessment package. Student progress will be determined by growth from fall to mid-year and from mid-year to spring in the areas of reading and mathematics.</p>
<p>STAFFING During the 2015-2016 school year the school was solely responsible for providing a program of family engagement activities and facilitating productive communication between homes and school.</p>	<p>STAFFING A Parent Liaison will be assigned to handle all family engagement activities including assessing the need for workshops for parents/guardians, providing workshops and programming to assist families with supporting student learning, documentation of participation in offerings, and evaluation of implementation.</p>	<p>STAFFING Documentation of attendance at events and evaluations completed by attendees will be utilized to provide parents/guardians with programming and supports to enable them to better support their students as learners.</p>

Family Engagement

The Schoolfield Elementary School team has worked to improve the relationship between the school and the families of the students. At the end of the 2013-2014 school year, only 37% of parents were documented to have attended four or more different parental involvement events at the school. During the first year of the current administrative team, 2014-2015, 84% of parents attended four or more different parental involvement activities. This was accomplished by monitoring attendance data, reviewing evaluation data, and making a concerted effort to reach parents, to schedule events that met their stated needs, and to take events to neighborhood settings. At the end of the 2015-2016 school year, 90% of parents had attended four or more different parental involvement events during the year.

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>During Open House on August 5, 2016 information will be provided to parents on how to support their students as learners.</p>	<p>Combined pass rates for grades three through five for state reading and math assessments will increase by at least five percentage points by the end of the 2016-2017 school year.</p>
<p>“Take it to the Street” During September 2016 a workshop for parents on Reading Strategies will be held off-campus at 4:00 p.m. at the Cardinal Village Community Center. This location is centrally located for many parents which will enable more parents to attend this workshop and benefit from the information presented.</p>	<p>Combined pass rates for grades three through five for state reading and math assessments will increase by at least five percentage points by the end of the 2016-2017 school year.</p>
<p>“Dads Make A Difference (K-2)” October 13, 2016, 9:00 a.m. – 10:00 a.m. Information will be shared about how fathers can be more involved in their child’s education.</p>	<p>Combined pass rates for grades three through five for state reading and math assessments will increase by at least five percentage points by the end of the 2016-2017 school year.</p>
<p>“Dads Make A Difference (3-5)” October 14, 2016, 9:00 a.m. – 10:00 a.m. Information will be shared about how fathers can be more involved in their child’s education.</p>	<p>Combined pass rates for grades three through five for state reading and math assessments will increase by at least five percentage points by the end of the 2016-2017 school year.</p>
<p>Make and Take for 1st Grade Parents November 15, 2016, 5:00 p.m. - 6:00 p.m. Parents will engage in a make-and-take activity with their child. A presentation will be made on how to support their child when reading at home.</p>	<p>Combined pass rates for grades three through five for state reading and math assessments will increase by at least five percentage points by the end of the 2016-2017 school year.</p>

Closing Rationale with Trajectory of Progress

Schoolfield Elementary School was last fully accredited at the end of the 2012-2013 school year following several years of stability accreditation outcomes and in division and school leadership. From 2013 through 2014-2105 instability at the division level resulted in the loss of accreditation and three consecutive years of Warned subject area outcomes. At the end of the 2012-2013 school year, the superintendent and assistant superintendent for instruction retired and a superintendent from outside of the state was appointed. Three elementary schools were closed due to a budget shortfall and those

students were reassigned to the remaining schools. A new assistant superintendent was appointed in August of 2013-2014 just prior to the opening of school; also with no administrative experience in Virginia. While solid instruction has no connection with experience in different states, it is important to understand the dual accountability system in Virginia and that there is a learning curve associated with gaining this understanding and applying this knowledge to the decisions impacting schools and students.

At the end of the 2013-2014 school year the superintendent resigned, the school principal requested a reassignment, and the assistant principal was reassigned. In spite of the challenges experienced during the 2013-2014 school year, the school did experience an increase in pass rates for one subject area and exited Focus School status. Reading for grades three through five combined increased by three percentage points, math increased by three percentage points, science increased by six percentage points and history dropped by two percentage points but remained above the accreditation target. From 2013-2014 to 2014-2015 the school experienced an increase in enrollment of 202 students due to shifts in student population created by school closures which exacerbated the challenges.

At the beginning of the 2014-2015 school year a new principal and assistant principal were appointed to lead the Schoolfield Elementary team. The Assistant Superintendent for Administrative Services was appointed to serve as Interim Superintendent and a Director for Pre-Kindergarten and Elementary Instruction with no Virginia experience was hired as a new position for the division. A new Director for School Improvement, Research and Accountability was reassigned from school level administration in September of 2014 more than a month after the opening of school for students. The school was able to make gains during the 2014-2015 school year ending with an improvement of one percentage point for reading combined, a decrease of five percentage points for math combined, an increase of two percentage point for science, and an increase of two percentage points for history/social science. Pass rates for both science at 72% and history at 85%, exceeded accreditation targets.

At the end of the 2014-2015 school year, a new superintendent was appointed and at the beginning of the 2015-2016 school year the assistant superintendent for instruction resigned. An interim with other division-level duties was assigned to the vacant position. The principal and assistant principal at the school level were maintained from 2014-2016. We project that the outcomes from the 2015-2016 school year will result in an increase for reading of five percentage points, a decrease of one percentage point for mathematics, an increase of eighteen points for science and a decrease for history/social science. Overall, Schoolfield Elementary School has accomplished a steady increase in outcomes for reading and science with a slight dip once in the past three years for mathematics and history.

The changes in school governance, instructional programming, and staffing will support to facilitate overall improvements in student learning and accountability outcomes. The 2016-2017 school year will open with consistent leadership in the superintendent's office for the first time since 2012-2013. The new Chief Academic Officer has multi-level experience and has served as principal of a Priority elementary school in the division. Duties at the central level have been realigned to provide enhanced support to Schoolfield Elementary School. Additional staff members have been added to the faculty including two Instructional Coaches, and an Interventionist. A Parent Liaison will be added to assist with family engagement. Professional development will be provided to meet specific school needs and support will be provided to ensure its application by instructional staff to improve student outcomes.

Schoolfield Elementary School students in third through fifth grades combined will meet the state accreditation target for English: Reading by the end of the 2016-2017 school year by increasing pass rates on the state assessment by at least five percentage points per year. Combined results for the third through

fifth grade state math assessments will increase by at least five percentage points per year over the next three years to meet the state accreditation target by the end of the 2016-2017 school year. The pass rate for 5th grade science assessments will increase by at least one percentage points per year over the next three years to maintain the state accreditation level. The pass rates for Virginia Studies' will increase by at least five percentage points per year for the next three years in order to meet the accreditation target by 2018-2019.

These improvements in achievement will be the result of the improved efforts of faculty and staff supported by stability in division leadership, the provision and sustenance of appropriate differentiated supports to the school in the areas of governance, staffing, and instruction, and stability in student population. We respectfully request an opportunity to work towards accreditation with a designation of Partially Accredited: Reconstituted School.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016 Preliminary Pass Rates	2016-2017	2017-2018	2018-2019
English	70%	75%	80%	85%
Math	63%	68%	73%	78%
Science	92%	93%	94%	95%
History	54%	59%	65%	71%

**Virginia Department of Education
State/Federal Accountability Data
Schoolfield Elementary
Grades: KG - 05
Danville City**

Attachment H1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 77%	Gr 3-5: 75%	*61%	64%	65%	68%
Mathematics	85%	*76%	71%	69%	64%	63%
History and Social Sciences	*Gr 3: 73% *Gr 4-8: 92%	Gr 3: 80% Gr 4-8: 81%	85%	83%	85%	75%
Science	Gr 3: 78% Gr 5-8: 84%	Gr 3: 77% Gr 5-8: 88%	*75%	72%	74%	91%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	78%	76%	*62%	63%	63%	66%
English: Writing	69%	77%	57%	56%	N/A	N/A
History and Social Sciences	*81%	83%	85%	84%	86%	56%
Mathematics	86%	*63%	63%	68%	60%	62%
Science	84%	86%	*67%	72%	76%	91%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Essex County Public Schools

School: Essex Intermediate School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Essex County School Board that Essex Intermediate School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Ms. Keren Ellis Typed School Board Chair Name

Keren Ellis School Board Chair Signature

June 30, 2016 Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Essex County Public Schools		62.186%		
School		Title I Model		
Essex Intermediate School		School-wide		
	Grade Level	Enrollment	English Language Learners	Special Education
	Grade 5	116	0	21
	Grade 6	108	1	19
	Grade 7	112	4	17
	Grade 8	103	2	17
	Total	439	7 (1.6%)	74 (16.8%)

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	61	57	65	71
Mathematics	54	60	70	71
Science	70	58	53	72
History	73	63	51	N/A
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English: Reading 5	60	55	60	71
English: Writing 5	52	45	N/A	N/A
English: Reading 6	66	70	66	79
English: Reading 7	68	60	70	76
English: Reading 8	56	52	63	70
English: Writing 8	63	52	63	56
Math: Grade 5	61	52	65	60
Math: Grade 6	43	63	68	79
Math: Grade 7	7	55	46	66
Math: Grade 8	54	47	77	62
Algebra 1	89	59	97	97
Geometry	96	91	100	100
Science: Grade 5	74	60	48	75

Science: Grade 8 (Physical Science)	66	56	58	69
US History Part I	76	66	N/A	N/A
US History Part II	64	67	N/A	N/A
Civics: Grade 7	71	67	58	Will be tested in 8 th grade in 2016-2017
World History I	80	49	41	VDOE approved: Moved to the high school
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Staff Information

Essex County Public Schools has provided a 2% raise for teachers for the 2016-2017 school year, which will assist in retaining our veteran teachers. Turnover at Essex Intermediate School has traditionally been high, and Essex County Public Schools has instituted a mentoring program for new teachers to address this issue. The improved school climate at Essex Intermediate School will also assist in retaining highly qualified teachers. Essex Intermediate School had 10 new teachers (27%) and a new principal for the 2015-2016 school year. Mathematics continues to be a difficult area in which to find highly qualified teachers, and Essex County Public Schools is providing a \$5,000 stipend to new Math teachers to assist in attracting qualified Math applicants.

Grade Level/ Content	Number of Teachers	New to School for 2016-2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
5	6	0	3	1	0	2
6	6	2	0	1	3	2
7	6	3	3	0	2	1
8	6	2	3	0	1	2
Special Education	8	1	1	2	2	3
Electives	5	0	0	1	3	1
Total	37	8	10	5	11	11

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	2	8%	
Number and percent of Exemplary teachers returning in 2016-2017	2	8%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	17	68%	
Number and percent of Proficient teachers returning in 2016-2017	16	64%	
Number and percent of Proficient teachers leaving in 2016-2017	1	4%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	6	24%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	2	8%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	4	16%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	34	92%	
Number and percent of provisionally licensed teachers in 2016-2017	3	8%	
Number and percent of new teachers to the school in 2016-2017	8	21%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0%	
Principal Information/Instructional Background			
Degree area (s)	Bachelor of Science- Major in Elementary Education, Master of Education- Major in Educational Leadership		
Total years of educational experience	12		
Total years as an Assistant Principal	1		
Total years as a Principal	1		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	2				
*Sought/Obtained An Educational Position Outside the Division			1	2	
*Sought/Obtained A Non-Educational Position Outside the Division				2	
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					
Left During the School Year				1	
Retired from Profession	1				
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed				1	
Other Reasons Not Identified Above					

*non-duplicate

Reconstitution Information

During the past year, Essex Intermediate School has shown marked improvement in SOL data due to reconstitution in the areas of governance, instructional program, and staff.

- Governance- A new principal was hired for Essex Intermediate School for the 2015-2016 school year. Through this change in governance, the culture of the school dramatically improved, correlating with an increase in the instructional effectiveness of teachers.
- Instructional Program- Student engagement using research based strategies as presented through the Learning 360 Framework from the School Improvement Network was a focus of the instructional program for the 2015-2016 school year at Essex Intermediate School.
- Staff- During the 2015-2016 school year, Essex Intermediate School hired 10 new teachers representing 27% of our faculty. Out of these ten new hires, only three teachers were new teachers without any previous teaching experience. Seven of our new hires were experienced teachers who were skilled in utilizing effective instructional strategies.

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
Governance: A new principal was hired for the 2015-2016 school year, and a new assistant principal has been hired for the 2016-2017 school year.	Governance: The new administrators leading Essex Intermediate School will ensure the climate and the instructional focus of the staff improves through the implementation of Professional Learning Communities focused on data and student engagement strategies as well as frequent walk-through and formal observations with meaningful, immediate feedback provided to teachers.	Governance: By June 2017, school administrators will have documented at least one classroom visit/informal observation per teacher per month.
Instructional Program: During the 2015-2016 school year, the professional learning focus for all teachers at Essex Intermediate School revolved around the use of the evidence based Learning 360 Framework from the School Improvement Network.	Instructional Program: The staff’s implementation of the Learning 360 Framework from the School Improvement Network will be refined and further developed during the 2016-2017 school year through professional learning sessions at faculty meetings, PLC meetings, and data meetings.	Instructional Program: By June 2017, teachers will be observed implementing active engagement strategies in classrooms during at least 80% of informal observations. These engagement strategies will result in a 2% increase in English SOL scores.
Instructional Program: During the 2015-2016 school year, the master schedule for Essex Intermediate School was changed to add a 20 minute	Instructional Program: During the 2016-2017 school year, this enrichment block has been expanded to a 28 minute block during the daily schedule. This	Instructional Program: By June 2017, the English SOL pass rate will increase by 2%.

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>enrichment block to the daily schedule. This enrichment block allowed each teacher an opportunity to focus on individual students' areas of strength and areas of need to differentiate and individualize instruction to ensure optimized student growth.</p>	<p>will allow teachers an opportunity to provide additional instruction that is differentiated and individualized to ensure optimal student growth.</p>	
<p>Instructional Program: English- The implementation of both Reading and Writing instruction throughout Essex Intermediate School has been observed to be disjointed and inconsistent across grade levels. Currently, each teacher is planning their 90 minute block for Language Arts in different ways, at times failing to address all vital components of the language arts curriculum in an effective manner.</p>	<p>Instructional Program: English- During the 2015-2016 school year, a group of teachers, instructional coaches, and the principal collaborated to develop a balanced literacy protocol for implementation in all English classrooms in grades 5-8. These balanced literacy protocols provide the structure and resources needed to plan and implement each component of the English curriculum effectively. These protocols will ensure consistency within both the curriculum and the instructional strategies throughout our English program at Essex Intermediate School. They will be implemented beginning in the 2016-2017 school year.</p>	<p>Instructional Program: English- By June 2017, the English SOL pass rate will increase by 2%.</p>
<p>Staff: During the 2015-2016 school year, there were 10 new teachers who joined the staff of Essex Intermediate School. These 10 teachers represent 27% of our teaching staff. Of these staff members, only three teachers were new to the teaching profession. Seven of our new teachers came with multiple years of experience with the curriculum as well as instructional strategies that result in an increase in students' success on the SOL tests.</p>	<p>Staff: The eight teachers who departed Essex Intermediate School will be replaced with highly qualified staff members. New teacher orientation for the 2016-2017 school year has been increased from three days to four days. New teachers will receive professional development training on aligned lesson planning, the new balanced literacy protocols, and formative assessment.</p>	<p>Staff: English- By June 2017, the English SOL pass rate will increase by 2%.</p>

Family Engagement

Family engagement has been a focus at Essex Intermediate School for the 2015-2016 school year, and we will continue to expand this focus during the 2016-2017 school year.

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Waned Area(s)
<p>Student Work Showcase and Literacy Night- January: Student work in all subject areas will be displayed and literacy stations will be set up throughout the school. Students will engage in a scavenger hunt with their families, visiting all of the literacy stations so that parents and family members are receiving valuable information related to middle school literacy strategies. This structure will ensure that all families are receiving information on how they can help their children become better readers while at the same time having fun interacting with staff members to build relationships.</p>	<p>Increase in English SOL scores by 2%</p>
<p>Breakfast of Champions- May: The morning of each grade level’s English SOL test, family members will be invited to school to join their child for breakfast. Family members will eat breakfast with their child in the cafeteria, offering words of encouragement and helping to ease any nerves the child may have. Family members will then form a tunnel in the hallway where students walk through the tunnel, hearing family members cheer for them and give them high fives as they head off to their testing locations.</p>	<p>Increase in English SOL scores by 2%</p>
<p>Grade Level Parent Involvement Events- Monthly: Each grade level will pick a month to host a parent involvement event. This event will consist of students staying after school with their teachers, working on homework, then engaging in a fun Science project. After this, parents will join their children for a fun activity as planned by the grade level team. This activity should contain an academic focus, providing information to parents on how they can help their children at home, while being fun and engaging at the same time.</p>	<p>Increase in English SOL scores by 2%</p>
<p>Host a Family Night During the Book Fair- Fall and Spring: We will host a family night during our fall and spring book fairs where parents and students can eat snacks and browse the book fair to pick out new Reading materials to assist in fostering their love of Reading and to strengthen the home and school connection related to literacy instruction.</p>	<p>Increase in English SOL scores by 2%</p>
<p>Academic Awards Assemblies- End of each quarter: Academic awards assemblies for each grade level will be held at the conclusion of each</p>	<p>Increase in English SOL scores by 2%</p>

<p>nine weeks grading period to publicly recognize those students who have earned Principal’s List, Principal’s Honor Roll, and Honorable Mention. These assemblies will increase parent involvement at our school related to academic achievement.</p>	
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Closing Rationale with Trajectory of Progress

Essex Intermediate School (EIS) has made significant progress towards the accreditation benchmarks needed to achieve the status of “Fully Accredited”. As indicated in the data included above, EIS met the 70% benchmark in Math for the 2014-2015 school year as well as the 2015-2016 school year. The EIS Science pass rate increased from a 53% pass rate in 2014-2015 to a 72% pass rate in 2015-2016. The EIS English scores have also significantly increased, rising from a 65% pass rate in 2014-2015 to a 71% pass rate in 2015-2016.

At Essex Intermediate School, we anticipate continuing to see an increase in our English scores for the 2016-2017 school year and the 2017-2018 school year that will enable us to reach the benchmark of 75% in the area of English by the end of the 2017-2018 school year. This increase will be achieved through the implementation of Balanced Literacy Protocols in all Language Arts classes, emphasis on research-based practices, and monitored emphasis on active engagement of students in classrooms.

In addition to these instructional approaches, a culture change at Essex Intermediate School also contributed to the increased pass rates on the SOL tests for the 2015-2016 school year. This change in culture resulted in an atmosphere where teamwork is a priority for all staff members; an environment in which the students, parents, and community work together to assist students; and academic success is valued and recognized by students, parents, and the school community. All of these factors contributed to the increases in test scores indicated above. We feel confident that with this continued support as well as the additional changes that will assist us in achieving measurable outcomes, we will reach the accreditation benchmarks necessary to be “Fully Accredited”.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	71%	73%	75%	>75%

**Virginia Department of Education
State/Federal Accountability Data
Essex Intermediate
Grades: 05 - 08
Essex County**

Attachment I1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 78% Gr 6-8: 88%	Gr 3-5: 76% Gr 6-8: 86%	*76%	57%	65%	71%
Mathematics	85%	*78%	54%	60%	70%	71%
History and Social Sciences	*Gr 4-8: 78%	Gr 4-8: 81%	N/A	73%	73%	70%
Science	Gr 5-8: 90%	Gr 5-8: 91%	*70%	74%	53%	72%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	85%	85%	*63%	59%	65%	71%
English: Writing	79%	73%	57%	48%	63%	57%
History and Social Sciences	*78%	81%	73%	63%	50%	N/A
Mathematics	84%	*58%	53%	57%	70%	69%
Science	90%	91%	*70%	58%	53%	72%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Fairfax County Public Schools

School: Mount Vernon Woods Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of the Fairfax County Public Schools School Board that Mount Vernon Woods Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Pat Hynes _____ Typed School Board Chair Name

 _____ School Board Chair Signature

7/12/16 _____ Date

Division: Fairfax County Public Schools

School: Mount Vernon Woods ES

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage			
Fairfax County Public Schools		87%			
School		Title I Model			
Mount Vernon Woods ES		Schoolwide			
Grade Level	Enrollment	English Language Learners	Special Education		
PK	37	NA	37		
HS	51	NA	3		
K	81	51	7		
1	114	74	7		
2	87	66	7		
3	106	64	8		
4	85	36	14		
5	79	25	12		
6	76	32	16		
Total	716	348	111		

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	58 (77*)	59 (68*)	76 (64*)	67 (68*)
Mathematics	66 (78*)	70 (69*)	71 (69*)	69 (70*)
Science	46 (60*)	71 (58*)	63 (58*)	51 (62*)
History	78 (73*)	76 (77*)	86 (78*)	61 (75*)
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

(Asterisk Denotes 3 Year Average)

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Reading - 3	70	58	67	60
Reading - 4	46	45	60	45
Reading - 5	42	53	62	57
Reading - 6	52	51	68	57
Writing - 5	46	37	N/A	N/A
Mathematics - 3	36	43	48	58
Mathematics - 4	73	49	62	43
Mathematics - 5	43	56	42	59
Mathematics - 6	64	68	82	71
History - 3	54	67	N/A	N/A
Virginia Studies - 5	72	73	65	51
US History I - 6	69	75	N/A	N/A
Science - 3	56	71	N/A	N/A
Science - 5	20	65	57	49

Staff Information

Teacher retention has been a challenge at Mount Vernon Woods Elementary School (MVWES). The school has experienced teachers transitioning to pursue other opportunities within and outside Fairfax County Public Schools (FCPS). At the start of the 2015-16 school year, thirteen teachers were new to MVWES, with six being first-year teachers. Of the fifteen teachers in grades 3-6, seven were new to MVWES and five were new to the state of Virginia. Additionally, two teachers in grades 3-6 did not start until after the first month of the school year began.

The data below shows MVWES is continuing to experience a significant transition of teachers for the 2016-17 school year. Eighteen teachers are transitioning out of MVWES. Of these teachers, thirteen have left FCPS and five have transferred to other schools in FCPS. The lack of teacher retention at MVWES adversely impacts the consistent delivery of high-quality instruction and the long-term development of relationships with students and the community.

***denotes a vacancy that has not been filled as of the date of this application**

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
PK	4	0	0	1	1	2
HS	3	1	2	0	1	0
K	4	0	0	0	2	2
1	5	1	2	1	1	1
2	6	1*	2	1	1	1
3	5	1*	1	2	1	0
4	4	1*	1	1	0	1
5	3	0	1	0	1	1
6	3	1*	0	1	0	1
Special Education	6	3*	0	1	1	1
ESOL	5	4	0	0	1	0
Total	48	13				

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	2	4.8	
Number and percent of Exemplary teachers returning in 2016-2017	1	2.4	
Number and percent of Exemplary teachers leaving in 2016-2017	1	2.4	
Number and percent of teachers scoring Proficient in 2015-2016	33	80	
Number and percent of Proficient teachers returning in 2016-2017	23	56	
Number and percent of Proficient teachers leaving in 2016-2017	10	24	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	4	10	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	4	10	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	2	4.8	
Number and percent of Unacceptable teachers returning in 2016-2017	1	2.4	
Number and percent of Unacceptable teachers leaving in 2016-2017	1	2.2	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	35	85.4	
Number and percent of provisionally licensed teachers in 2016-2017	0	0	
Number and percent of new teachers to the school in 2016-2017	6	14.6	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	Ph.D. in Education, M.Ed. in Special Education (ED/LD), BA in Psychology		
Total years of educational experience	16		
Total years as an Assistant Principal	5.75		
Total years as a Principal	3.25		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	4	1	5		
*Sought/Obtained An Educational Position Outside the Division	3		5		
*Sought/Obtained A Non-Educational Position Outside the Division	1		1		1
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)	1				
Left During the School Year					
Retired from Profession					
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					1
Other Reasons Not Identified Above					

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Governance:</p> <p>The administrative team consists of a principal and two assistant principals. The principal has led the school for the past three full school years, and the two experienced assistant principals were placed at the school for the start of the 2015-16 school year.</p>	<p>Governance:</p> <p>An experienced turnaround principal will be recruited and placed at MVWES for the 2016-17 school year. The Division Superintendent, with the aid of the Office of School Support and other senior leadership, has initiated this change based on the current end of year assessment data. The new principal's placement at MVWES will be based on strengths in the areas of instructional leadership, positive school climate, and human resource management.</p>	<p>Governance:</p> <p>Experienced leadership and proven practices will be implemented as a result of this administrative change. This new principal hiring will strengthen the administrative team and increase the administrators' capacity for instructional leadership.</p>
<p>Governance:</p> <p>There have been new members of the administrative team for the past three consecutive school years (since 2013-14). This has made it difficult for the school to gather momentum around a core group of school leaders and maintain continuity in leadership vision and outcomes.</p>	<p>Governance:</p> <p>Experienced assistant principals that were placed at MVWES in 2015-16 will remain in place for 2016-17, and will be paired with an experienced principal who will be recruited and placed at MVWES.</p>	<p>Governance:</p> <p>This will improve consistency of administrative practices based on a stable administrative team in understanding and fostering the school culture and relationships with all stakeholders. This stability in leadership will allow for improved mentoring of teachers, and will allow the administrative staff to capitalize on their individual and collective strengths.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Governance:</p> <p>The administrative team focused on content areas with limited grade level supervision. (e.g. one assistant principal supervised Math, but not Language Arts, etc.)</p>	<p>Governance:</p> <p>The administrative team will be restructured so that each member will focus on specific grade levels in addition to content areas: Assistant principal 1 will supervise grades PreK-3; assistant principal 2 will supervise grades 4-6. As the school's main instructional leader, the principal will supervise all grades K-6 and all other areas.</p>	<p>Governance:</p> <p>This distribution of responsibilities will allow the administrative team to attend collaborative team meetings biweekly for the grades they supervise, evaluate staff more consistently, and provide weekly instructional feedback and support. This regularity and consistency will allow for greater instructional leadership on the parts of the entire administrative team.</p>
<p>Governance:</p> <p>The administrative team has engaged in inconsistent practices in recording observations and instructional walkthroughs to provide feedback to teachers. In addition, staff members indicated on a recent survey there is a desire for more feedback from administrators.</p>	<p>Governance:</p> <p>The administrative team will increase teacher observations to include weekly observations for all classroom teachers with detailed, written feedback provided after each visit. The administrative team will record the dates and times of their observations and share their feedback for these weekly teacher visits with the Region 3 Office and the Office of School Support.</p>	<p>Governance:</p> <p>There will be increased accountability for the frequency and duration of classroom visits, as well as, the detailed written feedback provided by the administrative team. This will allow for reciprocal accountability as feedback from supervisors to the administrative team will ensure consistent and productive feedback to teachers. This best practice approach to monitoring feedback will ensure that mentoring, development, and evaluation of staff members is completed for 100 percent of all teaching staff. Additionally this will allow for greater monitoring of instruction by the administrative team, with improved student learning outcomes.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Governance:</p> <p>Currently, the school accesses central office support on an “as needed” basis, calling different departments for different needs.</p>	<p>Governance:</p> <p>Central office support will be provided through the newly created Office of School Support. On a weekly basis, members of a specialized school support team will regularly attend math, science, and reading collaborative learning team meetings. This will provide job-embedded classroom support to identified teachers and teams. Members of this support team will include specialists in the four core instructional areas, as well as those with expertise in Responsive Instruction (RTI), special education, ESOL, and data tools/technology.</p>	<p>Governance:</p> <p>This will ensure that 100 percent of all classroom teachers will implement grade level Standards of Learning, ensuring alignment of the written, taught, and tested curriculum. This organization of targeted resources will facilitate the immediate deployment of resources and professional development to teachers and teams in need of instructional support.</p>
<p>Governance:</p> <p>The administrative team attended monthly school support meetings and quarterly data dialogue meetings with members of the external school support team.</p>	<p>Governance:</p> <p>The administrative team will prepare and lead monthly school support meetings and quarterly data dialogue meetings, which will be attended by the Region 3 Assistant Superintendent and Executive Director of School Support.</p>	<p>Governance:</p> <p>The administrative team will be more accountable for the instructional programming delivered to students and related outcomes. Regular monitoring and feedback on school progress will allow for timely shifts in instruction to meet changing student needs. This strong focus and oversight will communicate a clear vision and expectations for staff, which will lead to more consistent implementation of instructional best practices.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program - Reading:</p> <p>Reading Recovery and Leveled Literacy Intervention (LLI) trained teachers have transitioned to other schools, leaving school-based personnel with limited knowledge and ability to implement these programs at MVWES.</p>	<p>Instructional Program - Reading:</p> <p>A new cohort of MVWES instructional staff will be trained on the implementation and oversight of Reading Recovery and/or LLI. School leaders will seek to recruit staff with prior experience and training in Reading Recovery and/or LLI.</p>	<p>Instructional Program - Reading:</p> <p>Newly hired and trained instructional staff will increase school-based literacy content knowledge and implementation of effective literacy instructional practices. Students below grade level who are receiving these prescribed literacy interventions from trained teachers will see at least 1.5 years' growth in reading levels annually.</p>
<p>Instructional Program - Science:</p> <p>Currently, there is limited, intentional spiraling of 4th grade science material within 5th grade classroom instruction.</p>	<p>Instructional Program - Science:</p> <p>A school-based science resource teacher will develop resources and provide professional development to support 4th and 5th grade classes, reinforcing previously taught concepts and spiraling 4th and 5th grade science standards into classroom instruction.</p>	<p>Instructional Program - Science:</p> <p>Fifth grade students will have increased instruction on the 4th and 5th grade science standards. This additional time and attention focused on science instruction will lead to full accreditation in science by the 2018-19 school year.</p>
<p>Instructional Program - Science:</p> <p>There has been inconsistent science instruction due to teacher turnover resulting in teachers new to the grade level and content area.</p>	<p>Instructional Program - Science:</p> <p>Creation of a twice-monthly science collaborative team meeting for teachers in grade 4 and grade 5.</p> <p>Additionally, funds will be allocated for teachers to attend professional development outside contract time provided by central office staff.</p>	<p>Instructional Program - Science:</p> <p>Teachers will have increased opportunities to build capacity for science instructional methodologies. The additional time and attention dedicated to science planning will lead to full accreditation in science by the 2018-19 school year.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program: English Language Arts</p> <p>All teams utilized the current FCPS planning and pacing guide for English and language arts (ELA) instruction.</p>	<p>Instructional Program: English Language Arts</p> <p>With support of central office staff, MVWES staff has been chosen to pilot the new FCPS planning and pacing guide for ELA instruction (K-6). This new guide is centered around thematic approach and fosters a deeper student understanding of content for students. Additionally the new planning and pacing guide offers teachers specific high-yield instructional strategies to use in their classrooms.</p>	<p>Instructional Program: English Language Arts</p> <p>Using this new planning and pacing guide will offer increased teacher knowledge and understanding of ELA content and pedagogy. This will ensure that there are common ELA practices across grade levels. Implementation of this new English language arts instructional resource and the associated professional development for staff will lead to full accreditation in English language arts by the 2018-19 school year.</p>
<p>Instructional Program:</p> <p>MVWES does not have a consistent lesson plan model in place for all teachers.</p>	<p>Instructional Program:</p> <p>MVWES will implement a consistent lesson planning model. Teachers will be given training and current resources about this model. The principal and assistant principals will monitor lesson plans and offer regular feedback to teachers about their plans, which will be submitted electronically to the administrative team each week.</p>	<p>Instructional Program:</p> <p>The use of consistent structures across all teaching staff will create a more cohesive PreK-6 learning environment, and will allow students to engage more fully in their learning. This format will allow the administrative team to monitor and provide feedback to staff about the written, taught, and assessed curriculum for all grade levels and subject areas.</p>
<p>Instructional Program:</p> <p>MVWES does not have consistent implementation of learning targets and lesson objectives displayed.</p>	<p>Instructional Program:</p> <p>MVWES will implement a consistent expectation for posting daily learning targets for all subject areas. The instructional coaches and the Office of School Support will provide staff training and ongoing feedback on this research based high-yield instructional strategy.</p>	<p>Instructional Program:</p> <p>The consistent posting of learning targets in student-friendly language with frequent review by the teacher will increase student understanding and engagement in their intended learning outcomes.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program:</p> <p>The school participated in Battelle for Kids (BFK) Instructional Rounds last year. Many trained teachers have transitioned to other schools, leaving school-based personnel with limited knowledge and ability to implement this powerful model of school turnaround.</p>	<p>Instructional Program:</p> <p>The Office of School Support will train a new cohort of instructional staff on the BFK Instructional Rounds process and will implement three instructional rounds visits throughout the 2016-17 school</p>	<p>Instructional Program:</p> <p>Teachers will have increased insight into the school's "problem of practice" and a detailed action plan for the needed instructional improvements will be created. The division has implemented this practice at other schools and has seen positive results in student achievement.</p>
<p>Instructional Program:</p> <p>Teachers have five days before students arrive to meet their teammates, connect with resource teachers, plan lessons, and prepare their learning environment. These days are also available for professional development at the principal's discretion. One of these five days is required for out of the building training and one of these days is an Open House for parents and students. This results in only three days for teachers to use to plan and for the principal to allow for staff development.</p>	<p>Instructional Program:</p> <p>The division will fund a weeklong "curriculum boot camp" for all MVWES instructional staff during the month of August, paying selected staff to return to work for five days earlier than other schools in the division. Each of the first four days will focus on a particular subject area (reading, math, science, social studies) and will be led by central office instructional experts in each of the core areas. The fifth day will be for grade-level team planning and ensure a 60 plan is created for a successful beginning to the school year.</p>	<p>Instructional Program:</p> <p>All instructional staff will gain a comprehensive knowledge of the Virginia SOL for all core content areas and will work with FCPS experts in the specific core content areas.</p> <p>Collaborative teams will have time to plan collectively for the initial opening of school, which will set a consistent delivery model for students and allow for a strong start to the school year.</p>
<p>Instructional Program:</p> <p>MVWES currently offers students 60 minutes of Chinese foreign language instruction per week.</p>	<p>Instructional Program:</p> <p>MVWES will transition from Chinese to Spanish as the language offered for instruction for the 2016-17 school year.</p>	<p>Instructional Program:</p> <p>The shift in the focus language will better meet the needs of the school community and help to provide instruction to students in their native language, which will lead to greater mastery of content material.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program:</p> <p>As a result of MVWES high teacher and staff turnover, a consistent understanding of cultural proficiency has not been embedded into the school culture.</p>	<p>Instructional Program:</p> <p>Teachers will participate in ongoing, year-long professional development in cultural proficiency provided by central office staff.</p>	<p>Instructional Program:</p> <p>Teachers will gain a deeper understanding of cultural differences and the barriers that hinder academic progress. Teachers will reflect on personal values and beliefs that shape their instructional decision making. Further, school staff will explore culturally responsive practices that support academic opportunity and success for all students within a diverse environment.</p>
<p>Staff – English Language Arts:</p> <p>Currently, there is only one reading specialist supporting grades PreK-6.</p>	<p>Staff – English Language Arts:</p> <p>MVWES will hire a second reading specialist who will provide dedicated support to specific grade levels.</p>	<p>Staff – English Language Arts:</p> <p>By doubling the reading resource staffing, teachers and students will have more time with a reading specialist. The reading specialist will coach and model for teachers, resulting in a more consistent delivery of high leverage literacy lessons leading to increased reading proficiency. The addition of this resource will contribute to students who are reading below grade-level to improve their reading level by at least 1.5 years' growth.</p>
<p>Staff:</p> <p>Structured coaching support is available for a limited number of teachers new to MVWES.</p>	<p>Staff:</p> <p>Every new first and second year classroom teacher will be matched with a MVWES coach (i.e. reading, math, two instruction coaches, and/or a mentor resource teacher, who will model, co-teach, reflect, and provide feedback.)</p>	<p>Staff:</p> <p>These new teachers will receive needed supports in both classroom management and instructional best practices. This direct support from a non-evaluative peer will also help build relationships among staff, increase new teacher efficacy, ensure successful teaching in the classroom, and strengthen school culture resulting in higher teacher retention.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Staff:</p> <p>Traditionally, MVWES has multiple unfilled teaching positions when school starts each September.</p>	<p>Staff:</p> <p>Division staff from the Department of Human Resources will implement a recruitment program for MVWES to obtain experienced teachers from within and outside FCPS.</p>	<p>Staff:</p> <p>This recruitment effort will decrease vacancies and increase the number of experienced teachers in the school. This will result in the school being fully staffed by the opening of the 2016-17 school year.</p>
<p>Staff:</p> <p>Currently MVWES must use its limited school-based budget to purchase supplemental social worker time to ensure full time social worker support.</p>	<p>Staff:</p> <p>A full time social worker position will be centrally allocated for MVWES.</p>	<p>Staff:</p> <p>The full time social worker position will allow for an immediate increase in social and emotional supports for students and families of MVWES. These supports will mitigate the outside influences negatively impacting students and make children more available for learning.</p>
<p>Staff:</p> <p>Currently the school is staffed with a 1.5 school counselors.</p>	<p>Staff:</p> <p>An additional 0.5 school counselor position will be centrally allocated, to result in 2 full time school counselors for MVWES.</p>	<p>Staff:</p> <p>The two full time school counselor positions will allow for an immediate increase in social and emotional supports for students of MVWES. These supports will make students more available for learning.</p>
<p>Staff:</p> <p>Two assistant principals oversee all aspects of school-wide discipline and behavioral support systems.</p>	<p>Staff:</p> <p>A full-time school-based Systems of Support Resource Teacher will be added to the staff to develop and manage a school-wide behavioral support system.</p>	<p>Staff:</p> <p>The full-time Systems of Support Resource Teacher will be focused on behavioral support, creating additional structures for working with struggling students. This added resource position will reduce discipline infractions by at least 50 percent for the 2016-17 school year.</p>

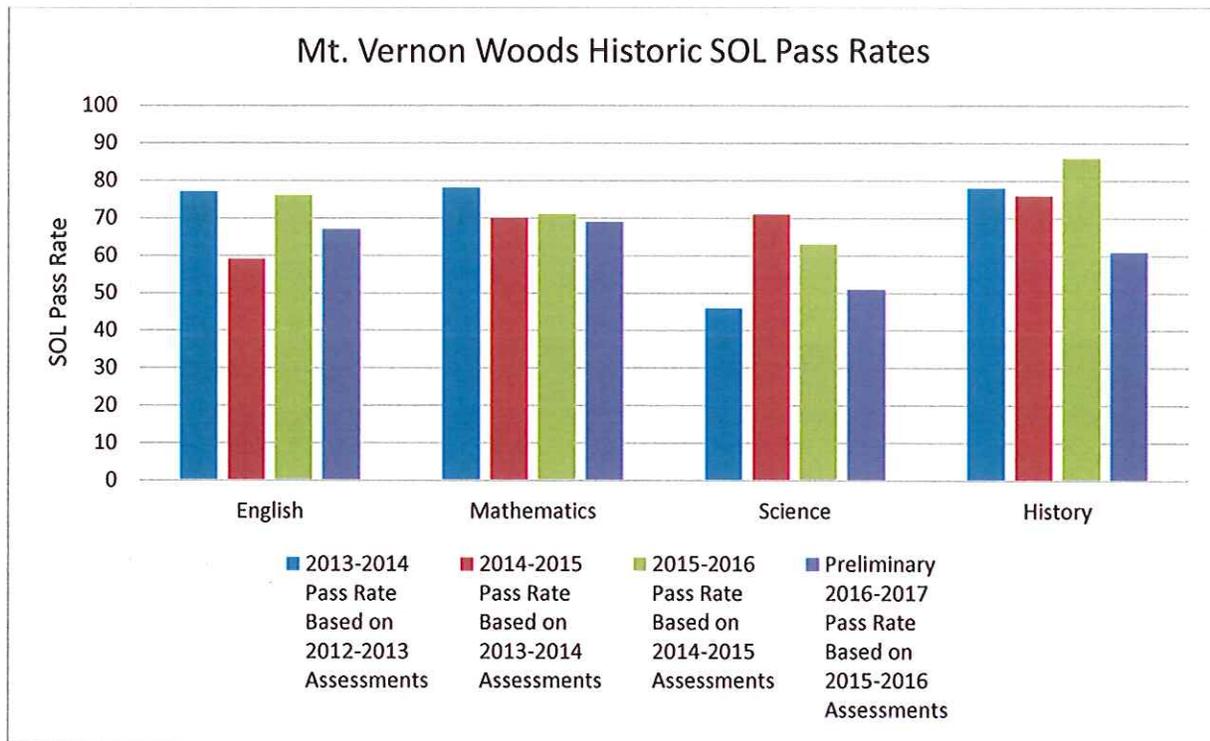
Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Literacy:</p> <ul style="list-style-type: none"> Partners in Print/Family Literacy Nights will be held twice during the year to learn literacy strategies that can promote comprehension and vocabulary development at home SOL Family Night for grades 3-6 held in the spring will introduce parents to testing expectations and allow them to experience online practice tests with their children Monthly family coffee events are held to discuss topics related to supporting student success in school through discussion of ways to support success at home and items of note that are happening in school. 	<p>Students' reading comprehension strategies and vocabulary knowledge will improve, leading toward full accreditation within three years.</p>
<p>Science:</p> <ul style="list-style-type: none"> A Science Fair held in the spring will build opportunities for parents and children to learn and share science concepts and vocabulary together A grade 4-5 family field trip to a Smithsonian museum will allow parents and children to build common background knowledge of science concepts and vocabulary and offer ways parents can foster scientific thinking Grade level focus nights for each grade level will raise parents' understanding of academic expectations and vocabulary for science learning and how they can support student success 	<p>Students' science content vocabulary and application of science inquiry will improve, leading toward full accreditation within three years.</p>

Closing Rationale with Trajectory of Progress

Fairfax County Public Schools (FCPS) feels confident that the implementation of this plan will result in Mount Vernon Woods Elementary School (MVWES) reaching its goal of *Fully Accredited Status*. The proposed new practices in the areas of **Governance, Instructional Program, and Staff** are outlined in this application. The implementation of this plan will be closely monitored and supported by the newly created FCPS Office of School Support, which has as its mission, the full accreditation of all 196 schools in the division. This team will use research-based practices and make data-driven decisions to improve instruction in all areas at MVWES, with specific emphasis on English language arts and science. Assessment results indicate MVWES has demonstrated inconsistent progress across the content areas. However, MVWES has also shown isolated areas of success when efforts are focused on a specific content area. Accreditation status for the prior four school years:

- Year 1 (2013-14): Warned in Science
- Year 2 (2014-15): Warned in Reading
- Year 3 (2015-16): Partially Accredited: Warned School in Science
- Year 4 (2016-17): Partially Accredited: Warned School in Science & Reading



The 2015-16 school year has proven to be the most challenging for MVWES, as noted by a regression in scores in all content areas. Science has notably been a struggling content area for a number of schools in FCPS over recent years, and through division analysis of data and classroom instruction, FCPS has identified key elements that will ensure consistent implementation of practices across all content areas. Specifically, FCPS found success during 2015-16 using a similar reform model in another school in Year 3 of Partial Accreditation: Warned School status, where identified successful strategies were implemented with fidelity, allowing that school to be projected as Fully Accredited within only one school year. These same identified strategies will be fully implemented at MVWES for the 2016-17 school year.

In summary, as part of the division analysis, FCPS has identified the following areas of need at MVWES, which will be addressed through immediate action and ongoing monitoring by the incoming turnaround principal, Office of School Support, and Region 3 Office:

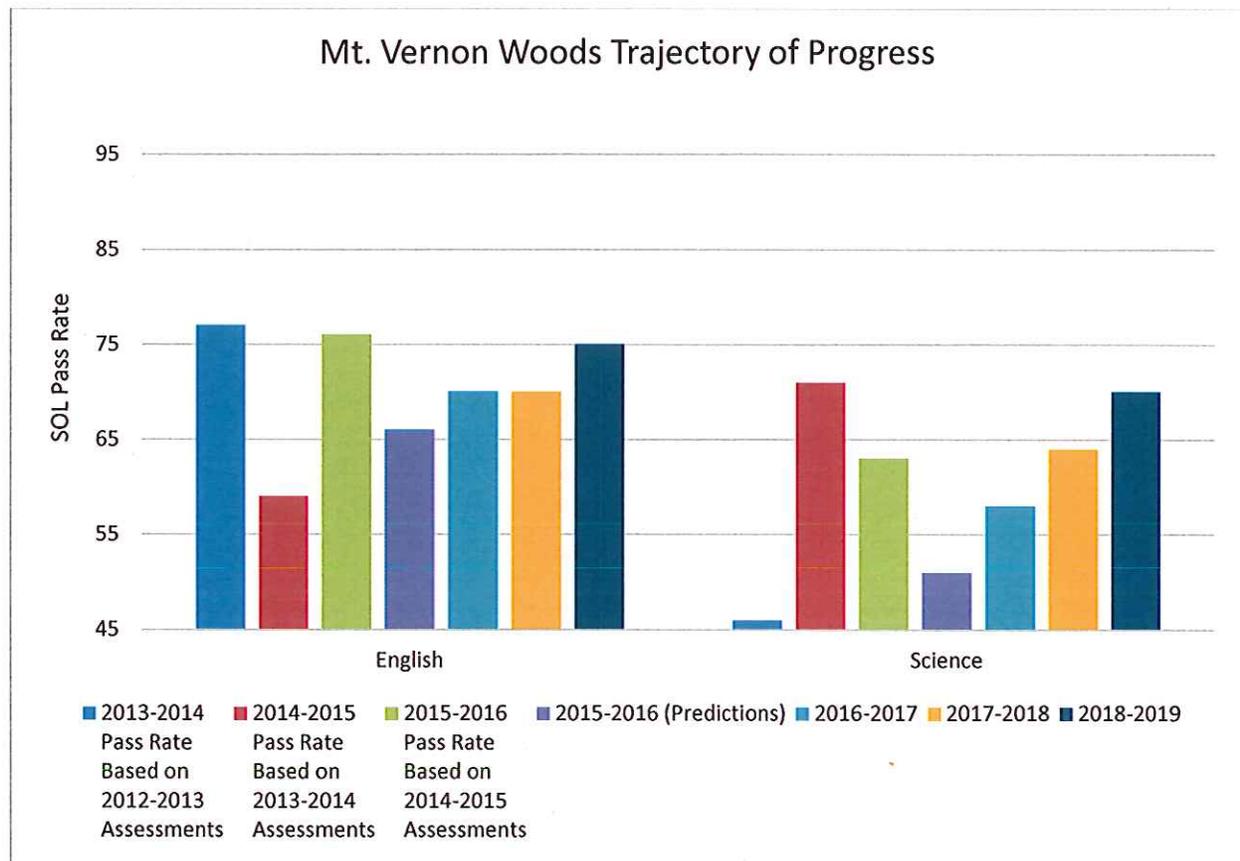
- Consistent School-based Instructional Practices
 - Lesson planning
 - Learning targets/objectives
 - Cultural proficiency
- Consistent Administrative Practices
 - Regular administrative meetings
 - Instructional observation, evaluation, and feedback structures
 - Additional behavioral supports
- Staff Recruitment and Retention
 - Robust recruiting process for internal and external experienced teachers
 - Strong mentoring and support program for novice teachers to ensure success in the classroom and high efficacy for the school
- Consistent Central Office Supports
 - Weekly central office supports for collaborative teams and identified teachers

- Regular meetings with the Regional Assistant Superintendent and Executive Director of School Support

Moving into the 2016-17 school year, FCPS has identified that providing an experienced turn-around principal for MVWES will provide a more consistent approach for improving student achievement and addressing staff retention. This administrative change will occur during the summer of 2016 to ensure a smooth transition for a successful start of the school year.

With the proposed action plan, FCPS is confident that MVWES will achieve full accreditation with the following trajectory:

Trajectory of Progress				
Content Area(s) not Fully Accredited	2016-2017 (based on 2015-2016 assessments)	2017-2018 (based on 2016-2017 assessments)	2018-2019 (based on 2017-2018 assessments)	2019-2020 (based on 2018-2019 assessments)
English	66	70	≥ 70	≥ 75
Science	51	58	64	≥ 70



In closing, Fairfax County Public Schools implores the Virginia Board of Education to grant Mount Vernon Woods Elementary School its request for *Partially Accredited: Reconstituted School* status based on the details of this plan, including the division’s commitment evident through its creation of the Office of School Support.

**Virginia Department of Education
State/Federal Accountability Data
Mount Vernon Woods Elementary
Grades: PK - 06
Fairfax County**

Attachment J1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 88% Gr 6-8: 93%	Gr 3-5: 86% Gr 6-8: 92%	*77%	59%	76%	69%
Mathematics	94%	*72%	78%	70%	71%	72%
History and Social Sciences	*Gr 3: 64% *Gr 4-8: 66%	Gr 3: 82% Gr 4-8: 74%	78%	76%	86%	75%
Science	Gr 3: 87% Gr 5-8: 60%	Gr 3: 78% Gr 5-8: 52%	*46%	71%	63%	51%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	80%	81%	*52%	52%	64%	58%
English: Writing	80%	65%	46%	37%	N/A	N/A
History and Social Sciences	*50%	64%	65%	73%	65%	52%
Mathematics	85%	*60%	53%	54%	57%	60%
Science	60%	53%	*36%	67%	57%	51%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Greensville County

School: Belfield Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Greensville County School Board that Belfield Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Bessie Reed-Moore Typed School Board Chair Name

Bessie J. Reed-Moore School Board Chair Signature

7/18/16 Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Greensville County		86%		
School		Title I Model		
Belfield Elementary		N/A		
Grade Level	Enrollment	English Language Learners	Special Education	
5	174	2	19	
Total	174	2 (1%)	19 (11%)	

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	45	51	62	66
Mathematics	78*	62	69	73
Science	59	71*	68	70
History	88	87	86	91
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English 5 th Grade	51	47	62	66
Writing 5 th Grade	38	49	N/A	N/A
Math 5 th Grade	64	62	69	73
Science 5 th Grade	59	62	68	70
Virginia Studies	88	87	86	91
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Staff Information

Recent teacher turnover rate has challenged school and division efforts to continually improve instructional programs and services in reading and math. Although salaries have increased incrementally over each of the last three years, salaries and location remain major challenges to recruitment and retention of licensed and experienced classroom teachers.

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
English 5	3	1	2	1	0	0
Math 5	3	1	1	0	2	0
Science 5	1.5	1	0	0	0.5	0
VA Studies	1.5	0	0	0	1.5	0
Special Education	1.5	0.5	0	0	1.5	0
Total	10.5	3.5	3	1	5.5	0

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	1	10%	
Number and percent of Exemplary teachers returning in 2016-2017	1	10%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	9	90%	
Number and percent of Proficient teachers returning in 2016-2017	7	70%	
Number and percent of Proficient teachers leaving in 2016-2017	2	20%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	7.5	71%	
Number and percent of provisionally licensed teachers in 2016-2017	3	29%	
Number and percent of new teachers to the school in 2016-2017	3.5	33%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0%	
Principal Information/Instructional Background			
Degree area (s)	BS-Special Education/Psychology MED – Administration and Supervision		
Total years of educational experience	19		
Total years as an Assistant Principal	6		
Total years as a Principal	3		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			1		
*Sought/Obtained An Educational Position Outside the Division					
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					
Left During the School Year					
Retired from Profession	1				
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above			1		

*non-duplicate

Reconstitution Information

During the past three years, staff and administration of Greenville Elementary School have worked with school division administrators and consultants to address student achievement deficits in Reading and Mathematics.

- School and division leaders worked collaboratively with a consultant recommended by OSI staff at VDOE to restructure Reading instruction from Reading Mastery and Open Court programs to Balanced Literacy approach to teaching and learning;
- School and division leaders worked collaboratively with School Improvement Coaches recommended by OSI staff of VDOE to implement school improvement strategies including Academic Review Process and instructional improvement strategies taught through AARPE;
- Professional development for instructional staff has focused on alignment of written, taught, and tested curriculum and ongoing training and technical support have been provided;
- Professional development and technical assistance for teachers and administrators have been provided through School and University Research Network (SURN) on enhancing student engagement and increasing rigor of learning tasks;
- Focus on professional development and technical support have been ongoing to support transition to conceptual teaching in mathematics through consultation with Highly Effective Services Consulting Group;

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p style="text-align: center;">GOVERNANCE</p> <p>The Principal is integrally involved in schoolwide supervision and the day to day investigation and remediation of student interaction concerns and conduct infractions. This limits the uninterrupted time available during the instructional day for the Principal to perform, with consistency, the instructional leadership functions necessary to fully establish the required improvements in daily classroom instruction that result in sustained improvement in students' academic achievement.</p>	<p style="text-align: center;">GOVERNANCE</p> <p>A licensed school administrator with demonstrated success in working with students in need of support, has been hired to perform the duties of Intervention Specialist for the school. Duties include:</p> <ul style="list-style-type: none"> • Proactively address student conduct, attendance, interpersonal concerns; provide and monitor interventions for long term improvement; • Use data to monitor student progress and adjust interventions as needed; • Incorporate restorative practices and student-led conferencing to 	<p style="text-align: center;">GOVERNANCE</p> <p>Working collaboratively, the Intervention Specialist, School Resource Officer, School Counselor, and Teachers will provide supervision necessary to monitor schoolwide discipline and address students' needs during the instructional day.</p> <p>Except in special situations, the Principal will fully engage in</p> <ul style="list-style-type: none"> • Monitoring classroom instruction; • Providing technical support and assistance to teachers; • Identifying areas of the instructional program in need of adjustment;

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	<p>empower students in decision making, accountability, and self-advocacy;</p> <ul style="list-style-type: none"> • Engage and communicate with parents on an on-going basis; • Assist with daily schoolwide supervision and maintenance of safe and secure learning environment. 	<ul style="list-style-type: none"> • Providing professional development and evidence-based feedback to teachers; • Study data to track progress of student achievement goals. <p>The Principals' instructional leadership is expected to firmly establish teaching and learning practices in the classroom that fully and consistently engage students in learning tasks that are aligned with the content and cognitive level of the SOL and incorporate research based best practices identified for use in the school.</p>
<p style="text-align: center;">GOVERNANCE</p> <p>Division level leadership for instruction is led by a part-time Instruction Coordinator (retired local educator), with support from Division Director of Testing (Mathematics), Director of Pupil Personnel (SPED), and Superintendent. Long-term working relationship with consultants support the work in key areas of critical need. Some progress was made in 2014-2015 with assistance from Instructional Coaches assigned through VDOE Office of School Improvement. Those coaches were unavailable in 2015-2016.</p>	<p style="text-align: center;">GOVERNANCE</p> <p>A Virginia Educator, with experience in a school division with demonstrated success in improving student academic progress with the Virginia Standards of Learning Program will be employed on a part-time basis as an Instructional Coach for 2016-2017, to work with division level leaders and Principals. Aggressive recruitment efforts will be conducted to identify and engage a full time Director of Instruction for the 2017-2018 academic year.</p>	<p style="text-align: center;">GOVERNANCE</p> <p>Division level leadership assistance will increase ability to monitor, support, and provide necessary technical assistance to promote consistent follow through and sustained improvements in daily classroom instruction.</p>
<p style="text-align: center;">GOVERNANCE</p> <p>The Principal has engaged in ongoing professional development including training provided through the VDOE Office of School Improvement, to support her ability to perform</p>	<p style="text-align: center;">GOVERNANCE</p> <p>An Intervention Specialist has been hired to assist with student support and supervision.</p> <p>A Virginia Educator, with experience in a school division</p>	<p style="text-align: center;">GOVERNANCE</p> <p>The Instructional Coach will facilitate the transition of Principal from manager to Instructional Leader.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
the duties of Instructional Leader; however, the current structure requires that she spend a considerable portion of the instructional day engaged in routine supervision and management tasks.	with demonstrated success in improving student academic progress with the Virginia Standards of Learning program will be employed on a part-time basis as Instructional Coach for the Principal for the 2016-2017 academic year.	
<p style="text-align: center;">GOVERNANCE</p> <p>In 2014-2015, division level and school-based teams were formed and trained through Virginia's Tiered Systems of Supports (VTSS). In 2015-2016 implementation of PBIS was initiated, with guidance and support of three VTSS coaches assigned to GCPS. In 2015-2016, an education consultant was engaged to provide professional development training for teachers on classroom management and for the administrator on effective schoolwide discipline practices consistent with the tenets of PBIS.</p> <p>Implementation during the initial year was inconsistent across grade levels. Key PBIS principles were not incorporated with fidelity throughout the school.</p> <p>2015-16 discipline data indicate that most conduct infractions occurred in the classroom. This translates to loss of high quality instructional time.</p>	<p style="text-align: center;">GOVERNANCE</p> <ul style="list-style-type: none"> • Re-commitment of administrator and school-based PBIS team to schoolwide implementation of PBIS with fidelity • PBIS will be reintroduced and retaught to all constituent groups; • Data from 2015-2016 will be studied and incorporated into plan for reintroduction and reteaching; • Expectations and procedures for staff will be explicit and documented for clarity; • A protocol for observation, monitoring and evidence-based feedback for staff will be established and used by the administrative team. 	<p style="text-align: center;">GOVERNANCE</p> <ul style="list-style-type: none"> • Reduction in Office Discipline Reports • Increase in infraction prevention practices by all staff • Increase in consistency and fidelity of schoolwide implementation • Increase in student compliance with behavior expectations
<p style="text-align: center;">GOVERNANCE</p> <p>School Improvement Plan is developed and presented to the School Board in October of each year.</p> <p>School Improvement Team and Principal monitor progress on</p>	<p style="text-align: center;">GOVERNANCE</p> <p>A comprehensive plan for oversight and monitoring of all tasks included in this reconstitution application will be developed to assure full and consistent implementation. The application plan will incorporate</p>	<p style="text-align: center;">GOVERNANCE</p> <p>Implementation of a comprehensive plan for oversight and monitoring will provide clarity of expected outcomes and enable administrators to maintain focus on results while monitoring</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
School Improvement Plan. Principal reports progress to Superintendent quarterly.	<p>data required for State Board of Education reports, and will include protocols, forms, data points, etc., to track progress of implementation of each element included in the application plan.</p> <p>Quarterly reports of progress will be provided to the local School Board.</p>	<p>progress of each element of the Reconstitution Plan.</p> <p>Full and consistent implementation of the Reconstitution Plan will result in substantial improvement and continued progress of student academic achievement.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Considerable resources (human, electronic, and material) are available for teachers' and students' use for teaching and learning the SOL based curriculum.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Greensville County Public Schools Instructional Leadership staff will be led through the process of Asset Mapping by a retired Virginia Educator trained in the procedure through the VDOE Office of School Improvement.</p> <p>August - Reading/Writing October - Mathematics</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Adjustments to duties and responsibilities of staff to address identified needs.</p> <p>Re-commitment to consistent use of available resources.</p> <p>Reduction in unnecessary redundancy to enhance progress.</p> <p>Adjustment of practices that are not producing needed outcomes.</p> <p>Enhance efficiency to increase effective use of academic learning time.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Division Instructional Staff lead Principals and Lead Teachers through the OSI Academic Review process in the fall of each school year. Areas in need of improvement are identified, and professional development and/or technical assistance provided to address identified needs.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Conduct Academic Review process three times a year to monitor consistency of alignment of the written, taught, and tested curriculum.</p> <p>Continue to provide professional development and technical assistance as needed.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Increase in alignment of observed student learning tasks with the content and cognitive level identified in the Curriculum Framework.</p> <p>Greater understanding by teachers of expected instructional practice and student achievement outcomes.</p> <p>Implementation with fidelity of lesson planning, classroom assessments, and feedback from observations. (According to guidelines established by OSI.)</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM</p> <p>Collaborative classroom observations and walkthroughs are conducted several times throughout the school year (Principals, Assistant Principals, Superintendent, Instruction Coordinator, Division Director of Testing, Director of Pupil Personnel, consultants (Reading, Mathematics, SURN). Observers discuss observations to calibrate interrater reliability.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Collaborative classroom observations and walkthroughs will continue, with continued calibration of interrater reliability and with a greater emphasis on providing evidence-based feedback to teachers consistent with teacher performance indicators identified through AARPE.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Prompt evidence-based feedback will result in increased incorporation of desired instructional practices based on identified teacher performance indicators.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Current Master Schedule does not include remediation time during the instructional day.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>New Master schedule will include remediation block for instruction that addresses students' identified academic needs.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>New schedule will provide remediation/extension time for every student.</p> <p>Student achievement in reading comprehension is expected to increase as evidenced by STAR Reading assessment and contribute to an anticipated 4 percentage point gain on the Reading SOL test.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Currently leveled reading books are used for classroom instruction.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>There will be an increased use of leveled text (chapter books) to increase rigor in Reading classes.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Students will increase their ability to comprehend text at higher levels of challenge, which is expected to contribute to an anticipated 4 point gain on the Reading SOL test.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Formative assessment is used in classroom instruction inconsistently.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Refresher training in formative assessment will be provided for all teachers.</p> <p>Incorporation of strategies from training into classroom instruction will be monitored by administrators through review of lesson plans and classroom observations/walkthroughs, and through monitor and support by Lead Teachers.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Increase in teachers' use of formative assessments and evidence-based feedback to students is expected to promote development of differentiated learning tasks that address individual student needs.</p> <p>Additional and improved use of formative assessments is expected to contribute to students' ability to self-assess</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	Evidence-based feedback will be provided to teachers.	and improve academic progress with an anticipated 10 point gain on the Reading SOL and 4 point.
<p style="text-align: center;">STAFF</p> <p>There are inconsistencies in classroom instruction and student academic achievement, within and across grade levels, as evidenced by SOL test pass rates.</p>	<p style="text-align: center;">STAFF</p> <p>Develop, implement and monitor performance improvement plans for instructional staff whose work has produced SOL pass rates five or more percentage points below the schoolwide average in the overall content area for two or more of the last four years.</p>	<p style="text-align: center;">STAFF</p> <p>Teachers in need of assistance will have a plan that clearly documents expectations for classroom instruction and student academic achievement.</p> <p>The Principal will have a plan that will enable her to assist and support teachers who are in need of assistance in providing classroom instruction that prepares students for academic success.</p> <p>Targeted assistance and monitoring with evidence based feedback are expected to produce substantive improvement in classroom instruction and increases in student academic achievement.</p>
<p style="text-align: center;">STAFF</p> <p>Professional development training and technical assistance have been provided for teachers on alignment of curriculum (written, taught, tested) according to guidelines in AARPE.</p> <p>Cognitive level alignment of lesson plans, student learning tasks, and teacher made assessments remains inconsistent.</p> <p>Three (3) new teachers are scheduled to begin work at Belfield Elementary School in 2016-2017.</p>	<p style="text-align: center;">STAFF</p> <p>New teachers induction program will be revised to increase the focus on alignment of the written, taught and tested curriculum.</p> <p>Professional development training and technical assistance will be provided throughout the year to assist teachers with alignment.</p> <p>Evidence-based feedback that addresses alignment will be consistently provided by administrators following lesson plan reviews, classroom observations and walkthroughs.</p>	<p style="text-align: center;">STAFF</p> <p>Increase in consistency with which classroom instruction and teacher made assessments are fully aligned with the content, process and cognitive level of the SOL, as outlined in the Curriculum Framework.</p> <p>Increase in level of rigor of learning tasks for students.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p style="text-align: center;">STAFF</p> <p>Professional development training and technical assistance have been provided for teachers and administrators in crucial areas of instructional best practice including: formative assessment; alignment of written, taught, and tested curriculum; OSI lesson planning requirements; evidence-based feedback; and John Hattie's High Yield Student Engagement strategies. Learned concepts and strategies are inconsistently incorporated into daily classroom instruction.</p>	<p style="text-align: center;">STAFF</p> <p>The duties and responsibilities of Lead Teachers will be adjusted to more fully engage them in monitoring and supporting full and consistent incorporation of instructional best practices in daily classroom instruction.</p> <p>Adjustments will also include:</p> <ul style="list-style-type: none"> • Engaging and monitoring Lead Teachers in Academic Review, and Quarterly Data Meetings • Monitor Lead Teachers' follow through to assure information, guidance, and assistance reach all teachers 	<p style="text-align: center;">STAFF</p> <p>Increased consistency of implementation of identified instructional best practices in daily classroom instruction is expected.</p>
<p style="text-align: center;">STAFF</p> <p>Literacy Coach is on staff to serve grades K-8</p>	<p style="text-align: center;">STAFF</p> <p>Adjustments may be made to duties and responsibilities of the Literacy Coach after Asset Mapping process is conducted for Reading.</p>	<p style="text-align: center;">STAFF</p> <p>Targeted assistance identified to be performed by the Literacy Coach will result in allocation of direct services to students in the areas of greatest need.</p> <p>Student achievement in reading comprehension is expected to increase as evidenced by STAR Reading assessment and contribute to an anticipated 10 percentage point gain on the Reading SOL test.</p>

Family Engagement

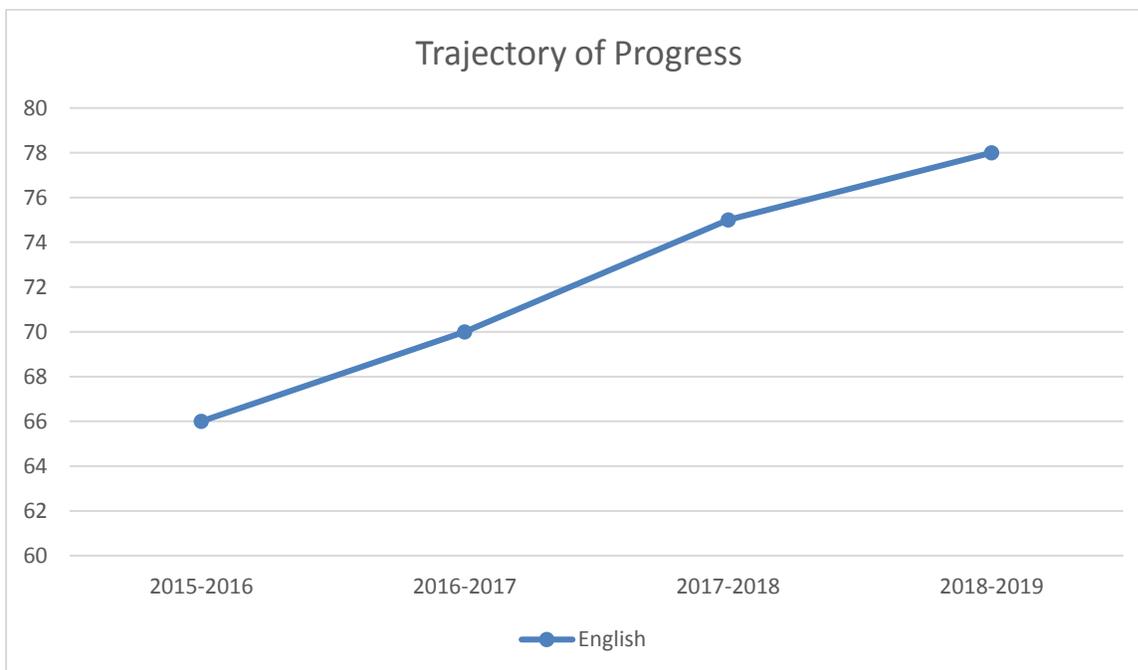
Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Provide weekly evening access to online instructional resources in reading and math for parents and students.</p> <ul style="list-style-type: none"> • TenMarks (Math) • Khan Academy (All Subjects) • Lexia (Reading) • DreamBox (Math) • Study Island (Reading and Math) • Front Row (Reading and Math) 	<p>Opportunity for parent and child to work together on prerequisite and grade level concepts and skills.</p> <p>Additional opportunity to practice skills and develop concept knowledge is expected to improve students' readiness to learn in the classroom. (Decoding and reading comprehension and grade level and prerequisite math concepts and skills.)</p>
<p>October and April - SOL Parent Night Parents follow the student schedule to learn about the SOLs, test taking strategies, how to access resources to help student and obtain materials and resources that can be used to assist students at home.</p>	<p>Encourage parents and children learning together.</p> <p>Provides strategies and resources parents can use at home to assist their children with prerequisite and grade level concepts and skills.</p> <p>Provide information and assistance to enhance parents' level of understanding and comfort with concepts and skills being taught in classrooms.</p> <p>Improved student achievement that leads to full accreditation in three years.</p>
<p>February - Bingo for Books Students and parents play bingo with the staff. All participating students will receive a book and encouraged to read outside of school.</p>	<p>Encourage parents and children learning together.</p> <p>Improved student achievement that leads to full accreditation in three years.</p>
<p>March - Make It Take It Night Parents and students work together to create learning materials that will assist them in preparing for the SOL tests.</p>	<p>Encourage parents and children learning together.</p> <p>Provides strategies and resources parents can use at home to assist their children with prerequisite and grade level concepts and skills.</p> <p>Provide information and assistance to enhance parents' level of understanding and comfort with concepts and skills being taught in classrooms.</p> <p>Improved student achievement that leads to full accreditation in three years.</p>

Closing Rationale with Trajectory of Progress

The Standards of Learning test pass rates increased at Belfield Elementary School in all tested areas for the 2015-2016 school year. The preliminary data indicates the school will meet or exceed the accreditation benchmark of 70% in mathematics, science, and history. English pass rates have increased from 51% in 2013-2014 to 66% during the current year.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	66	70	75	>75

Full and consistent implementation of this Reconstitution Plan will result in substantial and continued progress in students' academic achievement. School division instructional leaders will continue to work as partners with the Principal and instructional staff to implement, monitor and support all elements of this Reconstitution Application plan. We respectfully request that Belfield Elementary School receive Partially Accredited-Reconstituted School status for the 2016-2017 school year.



**Virginia Department of Education
State/Federal Accountability Data
Belfield Elementary
Grades: 05 - 05
Greensville County**

Attachment K1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 78%	Gr 3-5: 84%	*45%	51%	62%	66%
Mathematics	91%	*76%	78%	62%	69%	76%
History and Social Sciences	*Gr 4-8: 95%	Gr 4-8: 99%	88%	87%	86%	92%
Science	Gr 5-8: 85%	Gr 5-8: 92%	*79%	71%	68%	70%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

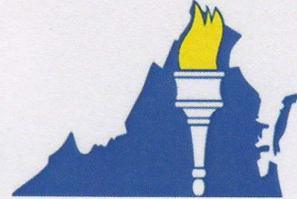
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	80%	89%	*51%	47%	59%	62%
English: Writing	65%	77%	38%	49%	N/A	N/A
History and Social Sciences	*94%	98%	88%	86%	85%	90%
Mathematics	90%	*76%	63%	57%	66%	73%
Science	83%	91%	*59%	60%	66%	69%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Greensville County

School: Greensville Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Greensville County School Board that Greensville Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Bessie Reed-Moore Typed School Board Chair Name

Bessie A. Reed-Moore School Board Chair Signature

7/18/16 Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Greensville County		86%		
School		Title I Model		
Greensville Elementary		Schoolwide		
	Grade Level	Enrollment	English Language Learners	Special Education
	PK	136	0	25
	K	175	4	23
	1	183	7	23
	2	239	8	31
	3	191	5	19
	4	189	3	18
	Total	1113	27 (2%)	139 (12%)

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	60	65	65	56
Mathematics	70*	71	75	66 (71*)
Science	76	81	N/A	N/A
History	76	80	N/A	N/A
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English 3 rd Grade	58	63	54	57
Math 3 rd Grade	46	61	65	61
Science 3 rd Grade	76	81	N/A	N/A
History 3 rd Grade	76	80	N/A	N/A
English 4 th Grade	60	63	74	56
Math 4 th Grade	68	72	84	70
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Staff Information

Recent teacher turnover rate has challenged school and division efforts to continually improve instructional programs and services in reading and math. Although salaries have increased incrementally over each of the last three years, salaries and location remain major challenges to recruitment and retention of licensed and experienced classroom teachers. In 2015-2016 the school experienced significant teacher absences due to long term illnesses and maternity leave.

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
PK	5	0	0	1	1	3
K	10	0	3	1	2	4
*1	10	3	1	0	0	7
2	10	1	2	1	2	5
*English/Social Science 3	6	5	0	1	0	0
*Math/Science 3	6	1	2	0	2	1
*English 4	3	1	0	0	2	1
Math 4	3	1	0	1	1	1
Science 4	3	1	0	0	2	0
*Special Education	14	3.5	3	1	1	7
Title I Reading Teachers	10	0	1	1	2	6
Reading Coaches	2	0	0	0	0	2
Math Teacher/Tutor	1	0	0	0	0	1
ELL Teacher	1	0	0	0	1	0
Total	84	16.5	12	7	16	38

*Years of Experience is missing for some new teachers who have not been hired yet.

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0%	
Number and percent of Exemplary teachers returning in 2016-2017	0	0%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	45	98%	
Number and percent of Proficient teachers returning in 2016-2017	35	78%	
Number and percent of Proficient teachers leaving in 2016-2017	10	22%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	1	2%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	1	2%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	80	95%	
Number and percent of provisionally licensed teachers in 2016-2017	4	5%	
Number and percent of new teachers to the school in 2016-2017	16.5	20%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	1	1%	3 rd Grade Math
Principal Information/Instructional Background			
Degree area (s)	BS-Elementary Education Masters - Administration		
Total years of educational experience	19		
Total years as an Assistant Principal	3		
Total years as a Principal	2		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			1		
*Sought/Obtained An Educational Position Outside the Division			7		
*Sought/Obtained A Non-Educational Position Outside the Division			1		
Advanced in Profession			2		
Left Solely for Higher Pay			0		
Personal Reasons (family, health, education)			1		
Left During the School Year					
Retired from Profession			2		
Left Profession/Field			1		
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

Reconstitution Information

During the past three years, staff and administration of Greenville Elementary School have worked with school division administrators and consultants to address student achievement deficits in Reading and Mathematics.

- School and division leaders worked collaboratively with a consultant recommended by OSI staff at VDOE to restructure Reading instruction from programs adopted during the years as a Reading First School to the Balanced Literacy approach to teaching and learning;
- School and division leaders worked collaboratively with School Improvement Coaches recommended by OSI staff of VDOE to implement school improvement strategies including Academic Review Process and instructional improvement strategies taught through AARPE;
- Professional development for instructional staff has focused on alignment of written, taught, and tested curriculum and ongoing training and technical support have been provided;
- Professional development and technical assistance for teachers and administrators have been provided through School and University Research Network (SURN) on enhancing student engagement and increasing rigor of learning tasks;
- Focus on professional development and technical support have been ongoing to support transition to conceptual teaching in mathematics through consultation with Highly Effective Services Consulting Group;

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p style="text-align: center;">GOVERNANCE</p> <p>The Principal is integrally involved in schoolwide supervision and the day to day investigation and remediation of student interaction concerns and conduct infractions. This limits the uninterrupted time available during the instructional day for the Principal to perform, with consistency, the instructional leadership functions necessary to fully establish the required improvements in daily classroom instruction that result in sustained improvement in students' academic achievement.</p>	<p style="text-align: center;">GOVERNANCE</p> <p>A licensed school administrator with demonstrated success in working with students in need of support, has been hired to perform the duties of Intervention Specialist for the school. Duties include:</p> <ul style="list-style-type: none"> • Proactively address student conduct, attendance, interpersonal concerns; provide and monitor interventions for long term improvement; • Use data to monitor student progress and adjust interventions as needed; • Incorporate restorative practices and student-led conferencing to 	<p style="text-align: center;">GOVERNANCE</p> <p>Working collaboratively, the Assistant Principal, Intervention Specialist, School Resource Officer, School Counselors, and Teachers will provide supervision necessary to monitor schoolwide discipline and address students' needs during the instructional day.</p> <p>Except in special situations, the Principal will fully engage in</p> <ul style="list-style-type: none"> • Monitoring classroom instruction; • Providing technical support and assistance to teachers; • Identifying areas of the instructional program in need of adjustment;

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	<p>empower students in decision making, accountability, and self-advocacy;</p> <ul style="list-style-type: none"> ● Engage and communicate with parents on an on-going basis; ● Assist with daily schoolwide supervision and maintenance of safe and secure learning environment. 	<ul style="list-style-type: none"> ● Providing professional development and evidence-based; feedback to teachers ● Study data to track progress of student achievement goals. <p>The Principals' instructional leadership is expected to firmly establish teaching and learning practices in the classroom that fully and consistently engage students in learning tasks that are aligned with the content and cognitive level of the SOL and incorporate research based best practices identified for use in the school.</p>
<p style="text-align: center;">GOVERNANCE</p> <p>Division level leadership for instruction is led by a part-time Instruction Coordinator (retired local educator), with support from Division Director of Testing (Mathematics), Director of Pupil Personnel (SPED), and Superintendent. Long-term working relationship with consultants support the work in key areas of critical need. Some progress was made in 2014-2015 with assistance from Instructional Coaches assigned through VDOE Office of School Improvement. Those coaches were unavailable in 2015-2016.</p>	<p style="text-align: center;">GOVERNANCE</p> <p>A Virginia Educator, with experience in a school division with demonstrated success in improving student academic progress with the Virginia Standards of Learning Program will be employed on a part-time basis as an Instructional Coach for 2016-2017, to work with division level leaders and Principals. Aggressive recruitment efforts will be conducted to identify and engage a full time Director of Instruction for the 2017-2018 academic year.</p>	<p style="text-align: center;">GOVERNANCE</p> <p>Division level leadership assistance will increase ability to monitor, support, and provide necessary technical assistance to promote consistent follow through and sustained improvements in daily classroom instruction.</p>
<p style="text-align: center;">GOVERNANCE</p> <p>The Principal has engaged in ongoing professional development including training provided through the VDOE Office of School Improvement, to support her ability to perform the duties of Instructional</p>	<p style="text-align: center;">GOVERNANCE</p> <p>An Intervention Specialist has been hired to assist with student support and supervision.</p> <p>A Virginia Educator, with experience in a school division with demonstrated success in</p>	<p style="text-align: center;">GOVERNANCE</p> <p>The Instructional Coach will facilitate the transition of Principal from manager to Instructional Leader.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Leader; however, the current structure requires that she spend a considerable portion of the instructional day engaged in routine supervision and management tasks.</p>	<p>improving student academic progress with the Virginia Standards of Learning program will be employed on a part-time basis as Instructional Coach for the Principal for the 2016-2017 academic year.</p>	
<p style="text-align: center;">GOVERNANCE</p> <p>In 2014-2015, division level and school-based teams were formed and trained through Virginia's Tiered Systems of Supports (VTSS). In 2015-2016 implementation of PBIS was initiated, with guidance and support of three VTSS coaches assigned to GCPS. In 2015-2016, an education consultant was engaged to provide professional development training for teachers on classroom management and for administrators on effective schoolwide discipline practices consistent with the tenets of PBIS.</p> <p>Implementation during the initial year was inconsistent across grade levels. Key PBIS principles were not incorporated with fidelity throughout the school.</p> <p>2015-16 discipline data indicate that most conduct infractions occurred in the classroom. This translates to loss of high quality instructional time.</p>	<p style="text-align: center;">GOVERNANCE</p> <ul style="list-style-type: none"> ● Re-commitment of administrators and school-based PBIS team to schoolwide implementation of PBIS with fidelity ● PBIS will be reintroduced and retaught to all constituent groups; ● Data from 2015-2016 will be studied and incorporated into plan for reintroduction and reteaching; ● Expectations and procedures for staff will be explicit and documented for clarity; ● A protocol for observation, monitoring and evidence-based feedback for staff will be established and used by the administrative team. 	<p style="text-align: center;">GOVERNANCE</p> <ul style="list-style-type: none"> ● Reduction in Office Discipline Reports ● Increase in infraction prevention practices by all staff ● Increase in consistency and fidelity of schoolwide implementation ● Increase in student compliance with behavior expectations
<p style="text-align: center;">GOVERNANCE</p> <p>School Improvement Plan is developed and presented to the School Board in October of each year.</p>	<p style="text-align: center;">GOVERNANCE</p> <p>A comprehensive plan for oversight and monitoring of all tasks included in this reconstitution application will be developed to assure full and</p>	<p style="text-align: center;">GOVERNANCE</p> <p>Implementation of a comprehensive plan for oversight and monitoring will provide clarity of expected outcomes and enable</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>School Improvement Team and Principal monitor progress on School Improvement Plan. Principal reports progress to Superintendent quarterly.</p>	<p>consistent implementation. The application plan will incorporate data required for State Board of Education reports, and will include protocols, forms, data points, etc., to track progress of implementation of each element included in the application plan.</p> <p>Quarterly reports of progress will be provided to the local School Board.</p>	<p>administrators to maintain focus on results while monitoring progress of each element of the Reconstitution Plan.</p> <p>Full and consistent implementation of the Reconstitution Plan will result in substantial improvement and continued progress of student academic achievement.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Considerable resources (human, electronic, and material) are available for teachers' and students' use for teaching and learning the SOL based curriculum.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Greensville County Public Schools Instructional Leadership staff will be led through the process of Asset Mapping by a retired Virginia Educator trained in the procedure through the VDOE Office of School Improvement.</p> <p>August - Reading/Writing October - Mathematics</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Adjustments to duties and responsibilities of staff to address identified needs.</p> <p>Re-commitment to consistent use of available resources.</p> <p>Reduction in unnecessary redundancy to enhance progress.</p> <p>Adjustment of practices that are not producing needed outcomes.</p> <p>Enhance efficiency to increase effective use of academic learning time.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Division Instructional Staff lead Principals and Lead Teachers through the OSI Academic Review process in the fall of each school year. Areas in need of improvement are identified, and professional development and/or technical assistance provided to address identified needs.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Conduct Academic Review process three times a year to monitor consistency of alignment of the written, taught, and tested curriculum.</p> <p>Continue to provide professional development and technical assistance as needed.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Increase in alignment of observed student learning tasks with the content and cognitive level identified in the Curriculum Framework.</p> <p>Greater understanding by teachers of expected instructional practice and student achievement outcomes.</p> <p>Implementation with fidelity of lesson planning, classroom assessments, and feedback from observations. (According to guidelines established by OSI.)</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM</p> <p>Collaborative classroom observations and walkthroughs are conducted several times throughout the school year (Principals, Assistant Principals, Superintendent, Instruction Coordinator, Division Director of Testing, Director of Pupil Personnel, consultants (Reading, Mathematics, SURN). Observers discuss observations to calibrate interrater reliability.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Collaborative classroom observations and walkthroughs will continue, with continued calibration of interrater reliability and with a greater emphasis on providing evidence-based feedback to teachers consistent with teacher performance indicators identified through AARPE.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Prompt evidence-based feedback will result in increased incorporation of desired instructional practices based on identified teacher performance indicators.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Title I Teacher Tutors pushed-in to most Reading classes in Grades 2-4. This allowed every classroom teacher to share the responsibility of teaching 2 or more groups within the class. The push-ins had limited time to tutor small groups of students outside of class due to a rigid schedule. These remediation small groups were held 2-3 times weekly and were dependent upon the master schedule.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Title I Teacher Tutors will provide remedial reading instruction to all students identified in Grades 2-4 classes in need of Tier 2 and Tier 3 interventions. This will be in addition to the instruction students receive from the classroom teacher. Teacher tutors will provide small group remediation for students identified as needing Tier 3 interventions five times weekly.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Student achievement in reading comprehension is expected to increase as evidenced by STAR Reading assessment and contribute to an anticipated 10 percentage point gain on the Reading SOL test.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>A combination of Reading A-Z and leveled text material is used for Guided Reading instruction.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>There will be an increased use of leveled text (chapter books) to increase rigor in Grades 3-4 Reading classes.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Students will increase their ability to comprehend text at higher levels of challenge, which is expected to contribute to an anticipated 10 point gain on the Reading SOL test.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Formative assessment is used in classroom instruction inconsistently.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Refresher training in formative assessment will be provided for all teachers.</p> <p>Incorporation of strategies from training into classroom instruction will be monitored by administrators through review of lesson plans and classroom observations/walkthroughs, and</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Increase in teachers' use of formative assessments and evidence-based feedback to students is expected to promote development of differentiated learning tasks that address individual student needs.</p> <p>Additional and improved use of formative assessments is</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	<p>through monitor and support by Lead Teachers.</p> <p>Evidence-based feedback will be provided to teachers.</p>	<p>expected to contribute to students' ability to self-assess and improve academic progress with an anticipated 10 point gain on the Reading SOL and 4 point gain on the Math SOL in the upcoming year.</p>
<p style="text-align: center;">STAFF</p> <p>There are inconsistencies in classroom instruction and student academic achievement, within and across grade levels, as evidenced by SOL test pass rates.</p>	<p style="text-align: center;">STAFF</p> <p>Develop, implement and monitor performance improvement plans for instructional staff whose work has produced SOL pass rates five or more percentage points below the schoolwide average in the overall content area for two or more of the last four years.</p>	<p style="text-align: center;">STAFF</p> <p>Teachers in need of assistance will have a plan that clearly documents expectations for classroom instruction and student academic achievement.</p> <p>The Principal will have a plan that will enable her to assist and support teachers who are in need of assistance in providing classroom instruction that prepares students for academic success.</p> <p>Targeted assistance and monitoring with evidence based feedback are expected to produce substantive improvement in classroom instruction and increases in student academic achievement.</p>
<p style="text-align: center;">STAFF</p> <p>Professional development training and technical assistance have been provided for teachers on alignment of curriculum (written, taught, tested) according to guidelines in AARPE.</p> <p>Cognitive level alignment of lesson plans, student learning tasks, and teacher made assessments remains inconsistent.</p> <p>Sixteen new teachers are scheduled to begin work at Greenville Elementary School in 2016-2017.</p>	<p style="text-align: center;">STAFF</p> <p>New teachers induction program will be revised to increase the focus on alignment of the written, taught and tested curriculum.</p> <p>Professional development training and technical assistance will be provided throughout the year to assist teachers with alignment.</p> <p>Evidence-based feedback that addresses alignment will be consistently provided by administrators following lesson plan reviews, classroom observations and walkthroughs.</p>	<p style="text-align: center;">STAFF</p> <p>Increase in consistency with which classroom instruction and teacher made assessments are fully aligned with the content, process and cognitive level of the SOL, as outlined in the Curriculum Framework.</p> <p>Increase in level of rigor of learning tasks for students.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p style="text-align: center;">STAFF</p> <p>Professional development training and technical assistance have been provided for teachers and administrators in crucial areas of instructional best practice including: formative assessment; alignment of written, taught, and tested curriculum; OSI lesson planning requirements; evidence-based feedback; and John Hattie's High Yield Student Engagement strategies. Learned concepts and strategies are inconsistently incorporated into daily classroom instruction.</p>	<p style="text-align: center;">STAFF</p> <p>The duties and responsibilities of Lead Teachers will be adjusted to more fully engage them in monitoring and supporting full and consistent incorporation of instructional best practices in daily classroom instruction.</p> <p>Adjustments will also include:</p> <ul style="list-style-type: none"> ● Engaging and monitoring Lead Teachers in Academic Review, and Quarterly Data Meetings ● Monitor Lead Teachers' follow through to assure information, guidance, and assistance reach all teachers 	<p style="text-align: center;">STAFF</p> <p>Increased consistency of implementation of identified instructional best practices in daily classroom instruction is expected.</p>
<p style="text-align: center;">STAFF</p> <p>Four Special Education teachers provide collaborative instruction in Kindergarten - Grade 4. Teachers work with students across multiple grade levels.</p>	<p style="text-align: center;">STAFF</p> <p>An additional Special Education teacher will be hired to enable scheduling of one Special Education teacher per grade level.</p>	<p style="text-align: center;">STAFF</p> <p>Improved effectiveness of collaborative instruction is expected as a result of joint lesson planning of Special Education teachers with General Education teacher teams.</p> <p>Improvements in quality and consistency of modifications to learning tasks provided for students with a disability.</p>
<p style="text-align: center;">STAFF/MATH</p> <p>One Title I Math Teacher Tutor serves Grades 3-4 students.</p>	<p style="text-align: center;">STAFF</p> <p>The addition of a Math Coach for Grades 3-4 with focus on developing conceptual teaching and learning.</p> <p>Duties include:</p> <ul style="list-style-type: none"> ● Direct instruction to support students; ● Technical assistance to support teachers; ● Building consistency in progressive concept 	<p style="text-align: center;">STAFF</p> <p>Greater consistency in implementation of research based best practices in daily classroom instruction within and across grade levels.</p> <p>Increased pace of transition from process oriented teaching and learning to conceptually oriented.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	development across grade levels; <ul style="list-style-type: none"> • Assist with data analysis and collaboration with administrators on incorporation of best practice to improve daily classroom instruction. 	Improvement in student mathematical reasoning and critical thinking as evidenced by the STAR Math assessment and an anticipated increase of Math SOL scores by at least 4 points
<p style="text-align: center;">STAFF/READING</p> <p>Literacy Coach is on staff to serve grades K-8</p> <p>Two Reading Coaches are on staff to serve grades PK-4</p>	<p style="text-align: center;">STAFF/READING</p> <p>Adjustments may be made to duties and responsibilities of the Literacy Coach and Reading Coaches after Asset Mapping process is conducted for Reading.</p>	<p style="text-align: center;">STAFF/READING</p> <p>Targeted assistance identified to be performed by the Literacy Coach and Reading Coaches will result in allocation of direct services to students in the areas of greatest need.</p> <p>Student achievement in reading comprehension is expected to increase as evidenced by STAR Reading assessment and contribute to an anticipated 10 percentage point gain on the Reading SOL test.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Provide weekly evening access to online instructional resources in reading and math for parents and students. <ul style="list-style-type: none"> ● TenMarks (Math) ● Khan Academy (All Subjects) ● Lexia (Reading) ● DreamBox (Math) ● Study Island (Reading and Math) ● Front Row (Reading and Math) 	Opportunity for parent and child to work together on prerequisite and grade level concepts and skills. Additional opportunity to practice skills and develop concept knowledge is expected to improve students' readiness to learn in the classroom. (Decoding and reading comprehension and grade level and prerequisite math concepts and skills.)
Reading: <ul style="list-style-type: none"> ● Bingo for Books Event at local recreation park-Fall <ul style="list-style-type: none"> ● Parents and students will play Bingo together and win leveled books for prizes. ● Parents and students will participate in Reading and Math activities that can be used for learning at home. 	Encourage parents and children learning together. Provides strategies and resources parents can use at home to assist their children with prerequisite and grade level concepts and skills. Provide information and assistance to enhance parents' level of understanding and comfort with concepts and skills being taught in classrooms. Improved student achievement that leads to full accreditation in three years.
Math: <ul style="list-style-type: none"> ● Math Nights for Parents-Fall and Spring <ul style="list-style-type: none"> ● Parents are given strategies and resources to assist their children at home with grade level math skills and concepts 	Encourage parents and children learning together. Provides strategies and resources parents can use at home to assist their children with prerequisite and grade level concepts and skills. Provide information and assistance to enhance parents' level of understanding and comfort with concepts and skills being taught in classrooms. Improved student achievement that leads to full accreditation in three years.
Winter Pajama Party-Winter <ul style="list-style-type: none"> ● Books pertaining to campfires and sleepovers will be read with follow up reading and math activities for students and parents. 	Encourage parents and children learning together. Provides strategies and resources parents can use at home to assist their children with prerequisite and grade level concepts and skills. Provide information and assistance to enhance parents' level of understanding and comfort with concepts and skills being taught in classrooms. Improved student achievement that leads to full accreditation in three years.
Literacy Carnival-late Spring <ul style="list-style-type: none"> ● Students and their parents will participate in Reading and Math games that provide 	Encourage parents and children learning together.

<p>opportunity to learn and strengthen prerequisite grade level knowledge and skills.</p>	<p>Provides strategies and resources parents can use at home to assist their children with prerequisite and grade level concepts and skills.</p> <p>Provide information and assistance to enhance parents' level of understanding and comfort with concepts and skills being taught in classrooms.</p> <p>Improved student achievement that leads to full accreditation in three years.</p>
<p>ELL Parent Nights-quarterly</p> <ul style="list-style-type: none"> ● The ELL teacher provides information to and answers questions for parents of students whose first language is not English. For example, some topics are listed below. <ul style="list-style-type: none"> ○ You and Your Elementary Child ○ School Success for your ELL Child ○ Some tips for helping your ELL Children Learn to Read ○ VA SOL Assessment Information and Test Schedules 	<p>Encourage parents and children learning together.</p> <p>Provides strategies and resources parents can use at home to assist their children with prerequisite and grade level concepts and skills.</p> <p>Provide information and assistance to enhance parents' level of understanding and comfort with concepts and skills being taught in classrooms.</p> <p>Improved student achievement that leads to full accreditation in three years.</p>

Closing Rationale with Trajectory of Progress

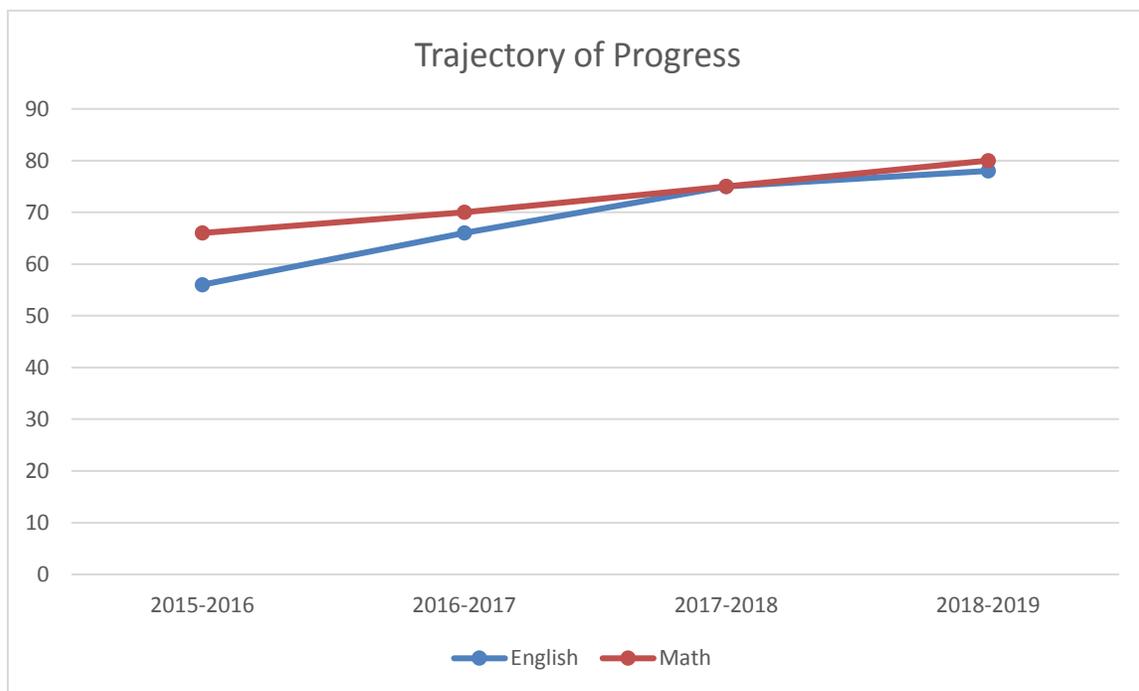
In 2015-2016 student academic achievement was negatively impacted by the number of classes taught by long-term substitute teachers for an extended period of time (2)K, (1)1st, (2)2nd (1)3rd Math, (1)3rd English, (1)4th Math. This occurred because of an unusually high number of teacher absences due to illness and maternity leave.

Review of data for some students indicates a 2 percentage point gain in pass rate for Reading and a 5 percentage point gain in Math for 2016 fourth graders as compared with their pass rate in third grade.

Full and consistent implementation of this Reconstitution Plan will result in substantial and continued progress in students' academic achievement. School division instructional leaders will continue to work as partners with the Principal and instructional staff to implement, monitor and support all elements of this Reconstitution Application plan. We respectfully request that Greensville Elementary School receive Partially Accredited-Reconstituted School status for the 2016-2017 school year.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	56	66	75	>75
Math	66*	70	>70	>70

*Preliminary data indicates that math will meet the accreditation benchmark based on a three year average.



**Virginia Department of Education
State/Federal Accountability Data
Greenville Elementary
Grades: PK - 05
Greenville County**

Attachment K1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 82%	Gr 3-5: 77%	*60%	65%	65%	57%
Mathematics	89%	*80%	70%	71%	75%	71%
History and Social Sciences	*Gr 3: 73%	Gr 3: 74% Gr 4-8: 100%	76%	80%	100%	80%
Science	Gr 3: 78%	Gr 3: 79%	*76%	81%	100%	81%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

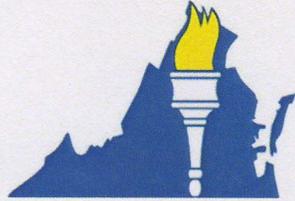
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Title I Focus School	Title I - School Wide Program
2013-2014	2012-2013	Title I Focus School	Title I - School Wide Program
2014-2015	2013-2014	Improvement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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	81%	76%	*59%	63%	60%	55%
English: Writing	N/A	N/A	N/A	100%	N/A	N/A
History and Social Sciences	*72%	74%	76%	79%	100%	67%
Mathematics	89%	*60%	58%	67%	71%	65%
Science	77%	79%	*76%	80%	100%	67%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Greensville County

School: E. W. Wyatt Middle School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Greensville County School Board that E. W. Wyatt Middle School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Bessie Reed-Moore Typed School Board Chair Name

Bessie J. Reed-Moore School Board Chair Signature

7/18/16 Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Greensville County		73%		
School		Title I Model		
E. W. Wyatt Middle School		N/A		
Grade Level	Enrollment	English Language Learners	Special Education	
5	1	0	1	
6	183	10	16	
7	198	13	23	
8	169	8	28	
Total	551	26 (4%)	68 (12%)	

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	76*	61	63	58
Mathematics	72*	68	64	64
Science	77	74*	66	64
History	68	68	83	82
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
6th gr; Reading	60	56	63	67
6 th gr; Math 6	75	63	67	67
6 th gr; US His I	65	63	N/A	N/A
7 th gr; Reading	61	62	66	65
7 th gr; Math 8	45	60	54	49
7 th gr; US His II	57	61	N/A	N/A
8 th gr; Reading	66	59	64	56
8 th gr; Writing	62	50	59	41
8 th gr; Algebra I	79	66	70	76
8 th gr; Civics	82	77	83	82
8 th gr; Science	77	61	66	64
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Staff Information

Recent teacher turnover rate has challenged school and division efforts to continually improve instructional programs and services in reading and math. Although salaries have increased incrementally over each of the last three years, salaries and location remain major challenges to recruitment and retention of licensed and experienced classroom teachers.

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
6 gr /English	3	0	1	2	0	0
6 gr / Math 6	3	1	2	0	1	0
6 gr / US Hist I	1.5	0.5	.5	0	1	0
6 gr / Science	1.5	0.5	.5	1	0	0
7 gr /English	3	0	1	1	0	1
7 gr / Math 8	3	0	1	1	1	0
7 gr / US Hist II	1.5	0	1.5	0	0	0
7 gr / Science	1.5	0	0	0	1.5	0
8 gr /English	3	1	0	2	1	0
8 gr / Algebra	3	1	0	0	1	2
8 gr / Civics	1.5	0	1.5	0	0	0
8 gr / Science	1.5	0	0	0	1.5	0
Special Education	8	4	1	2	3	2
Total	35	8	10	9	11	5

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0%	
Number and percent of Exemplary teachers returning in 2016-2017	0	0%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	26	93%	
Number and percent of Proficient teachers returning in 2016-2017	25	96%	
Number and percent of Proficient teachers leaving in 2016-2017	1	4%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	2	7%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	2	100%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	31	78%	
Number and percent of provisionally licensed teachers in 2016-2017	9	23%	
Number and percent of new teachers to the school in 2016-2017	8	20%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	1	2%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0%	0%	
Principal Information/Instructional Background			
Degree area (s)	BS-Health/PE Masters – Urban Education		
Total years of educational experience	27		
Total years as an Assistant Principal	10		
Total years as a Principal	2		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	0	0	2	0	0
*Sought/Obtained An Educational Position Outside the Division	0	0	1	0	0
*Sought/Obtained A Non-Educational Position Outside the Division	0	0	0	0	0
Advanced in Profession	0	0	0	0	0
Left Solely for Higher Pay	0	0	0	0	0
Personal Reasons (family, health, education)	0	0	0	0	0
Left During the School Year	0	0	0	1	0
Retired from Profession	0	0	1	0	0
Left Profession/Field	0	0	0	0	0
Resigned In Lieu of Dismissal/Termination	0	0	1	1	0
Dismissed/Non-Renewed	0	0	0	0	0
Other Reasons Not Identified Above	0	0	0	0	0

*non-duplicate

Reconstitution Information

During the past three years, staff and administration of E. W. Wyatt Middle School have worked with school division administrators and consultants to address student achievement deficits in Reading and Mathematics.

- School and division leaders worked collaboratively with a consultant recommended by OSI staff at VDOE to restructure Reading and Writing instruction. Beginning the 2015-2016 school year the transition to Balanced Literacy began with professional development and ongoing technical assistance for teachers to support initial implementation in grade 6;
- School and division leaders worked collaboratively with School Improvement Coaches recommended by OSI staff of VDOE to implement school improvement strategies including Academic Review Process and instructional improvement strategies taught through AARPE;
- Professional development for instructional staff has focused on alignment of written, taught, and tested curriculum and ongoing training and technical support have been provided;
- Professional development and technical assistance for teachers and administrators have been provided through School and University Research Network (SURN) on enhancing student engagement and increasing rigor of learning tasks;
- Focus on professional development and technical support have been ongoing to support transition to conceptual teaching in mathematics through consultation with Highly Effective Services Consulting Group;

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p style="text-align: center;">GOVERNANCE</p> <p>From 2011-2014 there were three different principals at Wyatt Middle School. The long-term assistant principal served as principal from 2014 through 2016.</p>	<p style="text-align: center;">GOVERNANCE</p> <p>A new principal has been appointed for the 2016-2017 school year. She served as Assistant Principal from 2014 - 2016 and received AARPE training through the VDOE Office of School Improvement.</p>	<p style="text-align: center;">GOVERNANCE</p> <p>Instructional leadership provided by the Principal is expected to establish clear expectations of classroom instructional practice and student achievement outcomes.</p> <p>Instructional supervision and monitoring will provide the assistance and support needed for consistent implementation of all elements included in this Reconstitution Application.</p>
<p style="text-align: center;">GOVERNANCE</p> <p>The Principal is integrally involved in schoolwide</p>	<p style="text-align: center;">GOVERNANCE</p> <p>A licensed school administrator with demonstrated success in</p>	<p style="text-align: center;">GOVERNANCE</p> <p>Working collaboratively, the Assistant Principal, Intervention</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>supervision and the day to day investigation and remediation of student interaction concerns and conduct infractions. This limits the uninterrupted time available during the instructional day for the Principal to perform, with consistency, the instructional leadership functions necessary to fully establish the required improvements in daily classroom instruction that result in sustained improvement in students' academic achievement.</p>	<p>working with students in need of support, has been hired to perform the duties of Intervention Specialist for the school. Duties include:</p> <ul style="list-style-type: none"> ● Proactively address student conduct, attendance, interpersonal concerns; provide and monitor interventions for long term improvement; ● Use data to monitor student progress and adjust interventions as needed; ● Incorporate restorative practices and student-led conferencing to empower students in decision making, accountability, and self-advocacy; ● Engage and communicate with parents on an on-going basis; ● Assist with daily schoolwide supervision and maintenance of safe and secure learning environment. 	<p>Specialist, School Resource Officer, School Counselors, and Teachers will provide supervision necessary to monitor schoolwide discipline and address students' needs during the instructional day.</p> <p>Except in special situations, the Principal will fully engage in</p> <ul style="list-style-type: none"> ● Monitoring classroom instruction; ● Providing technical support and assistance to teachers; ● Identifying areas of the instructional program in need of adjustment; ● Providing professional development and evidence-based; feedback to teachers ● Study data to track progress of student achievement goals. <p>The Principals' instructional leadership is expected to firmly establish teaching and learning practices in the classroom that fully and consistently engage students in learning tasks that are aligned with the content and cognitive level of the SOL and incorporate research based best practices identified for use in the school.</p>
<p style="text-align: center;">GOVERNANCE</p> <p>Division level leadership for instruction is led by a part-time Instruction Coordinator (retired local educator), with support from Division Director of Testing (Mathematics), Director of Pupil Personnel (SPED), and Superintendent. Long-term working relationship with consultants support the work in key areas of critical need. Some</p>	<p style="text-align: center;">GOVERNANCE</p> <p>A Virginia Educator, with experience in a school division with demonstrated success in improving student academic progress with the Virginia Standards of Learning Program will be employed on a part-time basis as an Instructional Coach for 2016-2017, to work with division level leaders and Principals. Aggressive</p>	<p style="text-align: center;">GOVERNANCE</p> <p>Division level leadership assistance will increase ability to monitor, support, and provide necessary technical assistance to promote consistent follow through and sustained improvements in daily classroom instruction.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>progress was made in 2014-2015 with assistance from Instructional Coaches assigned through VDOE Office of School Improvement. Those coaches were unavailable in 2015-2016.</p>	<p>recruitment efforts will be conducted to identify and engage a full time Director of Instruction for the 2017-2018 academic year.</p>	
<p style="text-align: center;">GOVERNANCE</p> <p>The Principal has engaged in ongoing professional development including training provided through the VDOE Office of School Improvement, to support her ability to perform the duties of Instructional Leader; however, the current structure requires that she spend a considerable portion of the instructional day engaged in routine supervision and management tasks.</p>	<p style="text-align: center;">GOVERNANCE</p> <p>An Intervention Specialist has been hired to assist with student support and supervision.</p> <p>A Virginia Educator, with experience in a school division with demonstrated success in improving student academic progress with the Virginia Standards of Learning program will be employed on a part-time basis as Instructional Coach for the Principal for the 2016-2017 academic year.</p>	<p style="text-align: center;">GOVERNANCE</p> <p>The Instructional Coach will facilitate the transition of Principal from manager to Instructional Leader.</p>
<p style="text-align: center;">GOVERNANCE</p> <p>In 2014-2015, division level and school-based teams were formed and trained through Virginia's Tiered Systems of Supports (VTSS). In 2015-2016 implementation of PBIS was initiated, with guidance and support of three VTSS coaches assigned to GCPS. In 2015-2016, an education consultant was engaged to provide professional development training for teachers on classroom management and for administrators on effective schoolwide discipline practices consistent with the tenets of PBIS.</p> <p>Implementation during the initial year was inconsistent across grade levels. Key PBIS principles were not incorporated with fidelity throughout the school.</p>	<p style="text-align: center;">GOVERNANCE</p> <ul style="list-style-type: none"> ● Re-commitment of administrators and school-based PBIS team to schoolwide implementation of PBIS with fidelity ● PBIS will be reintroduced and retaught to all constituent groups; ● Data from 2015-2016 will be studied and incorporated into plan for reintroduction and reteaching; ● Expectations and procedures for staff will be explicit and documented for clarity; ● A Student Mediation committee has been created to work with the school level VTSS team. This committee is developing a mediation process consistent with 	<p style="text-align: center;">GOVERNANCE</p> <ul style="list-style-type: none"> ● Increase in infraction prevention practices by all staff ● Increase in consistency and fidelity of schoolwide implementation ● Increase in student compliance with behavior expectations ● Anticipate a reduction in disciplinary referrals by at least 30% and a reduction of lost classroom time by at least 50%. <p>The reduction of classroom disruptions and the increase of student time in class are expected to directly improve the learning environment and will indirectly improve academic achievement.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
2015-16 discipline data indicate that most conduct infractions occurred in the classroom. This translates to loss of high quality instructional time.	<p>the school wide PBIS expectations.</p> <ul style="list-style-type: none"> • A protocol for observation, monitoring and evidence-based feedback for staff will be established and used by the administrative team. 	
<p style="text-align: center;">GOVERNANCE</p> <p>School Improvement Plan is developed and presented to the School Board in October of each year.</p> <p>School Improvement Team and Principal monitor progress on School Improvement Plan. Principal reports progress to Superintendent quarterly.</p>	<p style="text-align: center;">GOVERNANCE</p> <p>A comprehensive plan for oversight and monitoring of all tasks included in this reconstitution application will be developed to assure full and consistent implementation. The application plan will incorporate data required for State Board of Education reports, and will include protocols, forms, data points, etc., to track progress of implementation of each element included in the application plan.</p> <p>Quarterly reports of progress will be provided to the local School Board.</p>	<p style="text-align: center;">GOVERNANCE</p> <p>Implementation of a comprehensive plan for oversight and monitoring will provide clarity of expected outcomes and enable administrators to maintain focus on results while monitoring progress of each element of the Reconstitution Plan.</p> <p>Full and consistent implementation of the Reconstitution Plan will result in substantial improvement and continued progress of student academic achievement.</p>
<p style="text-align: center;">INSTRUCTIONAL PROGRAM</p> <p>Considerable resources (human, electronic, and material) are available for teachers' and students' use for teaching and learning the SOL based curriculum.</p>	<p style="text-align: center;">INSTRUCTIONAL PROGRAM</p> <p>Greensville County Public Schools Instructional Leadership staff will be led through the process of Asset Mapping by a retired Virginia Educator trained in the procedure through the VDOE Office of School Improvement.</p> <p>August - Reading/Writing October - Mathematics</p>	<p style="text-align: center;">INSTRUCTIONAL PROGRAM</p> <p>Adjustments to duties and responsibilities of staff to address identified needs.</p> <p>Re-commitment to consistent use of available resources.</p> <p>Reduction in unnecessary redundancy to enhance progress.</p> <p>Adjustment of practices that are not producing needed outcomes.</p> <p>Enhance efficiency to increase effective use of academic learning time.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM</p> <p>Division Instructional Staff lead Principals and Lead Teachers through the OSI Academic Review process in the fall of each school year. Areas in need of improvement are identified, and professional development and/or technical assistance provided to address identified needs.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Conduct Academic Review process three times a year to monitor consistency of alignment of the written, taught, and tested curriculum.</p> <p>Continue to provide professional development and technical assistance as needed.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Increase in alignment of observed student learning tasks with the content and cognitive level identified in the Curriculum Framework.</p> <p>Greater understanding by teachers of expected instructional practice and student achievement outcomes.</p> <p>Implementation with fidelity of lesson planning, classroom assessments, and feedback from observations. (According to guidelines established by OSI.)</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Collaborative classroom observations and walkthroughs are conducted several times throughout the school year (Principals, Assistant Principals, Superintendent, Instruction Coordinator, Division Director of Testing, Director of Pupil Personnel, consultants (Reading, Mathematics, SURN). Observers discuss observations to calibrate interrater reliability.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Collaborative classroom observations and walkthroughs will continue, with continued calibration of interrater reliability and with a greater emphasis on providing evidence-based feedback to teachers consistent with teacher performance indicators identified through AARPE.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Prompt evidence-based feedback will result in increased incorporation of desired instructional practices based on identified teacher performance indicators.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Formative assessment is used in classroom instruction inconsistently.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Refresher training in formative assessment will be provided for all teachers.</p> <p>Incorporation of strategies from training into classroom instruction will be monitored by administrators through review of lesson plans and classroom observations/walkthroughs, and through monitor and support by Lead Teachers.</p> <p>Evidence-based feedback will be provided to teachers.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Increase in teachers' use of formative assessments and evidence-based feedback to students is expected to promote development of differentiated learning tasks that address individual student needs.</p> <p>Additional and improved use of formative assessments is expected to contribute to students' ability to self-assess and improve academic progress with an anticipated 7 point gain on the Reading SOL, and 5 point gain on the Math and</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
		Science SOLs in the upcoming year.
<p data-bbox="203 296 592 556">INSTRUCTIONAL PROGRAM</p> <p data-bbox="203 363 592 556">Teachers provide Tier 2 and Tier 3 students additional instruction or remediation during the last 15 minutes of the regularly scheduled 90 minute class period.</p>	<p data-bbox="613 296 1006 1894">INSTRUCTIONAL PROGRAM</p> <p data-bbox="613 363 1006 1894">We will implement a five period daily schedule instead of a four period schedule. The schedule will consist of four 80 minute class periods and one 40 minute Excel Period. This schedule will be implemented five days a week, which will give students 200 minutes for remediation and/or enrichment. During the Excel Period, every licensed teacher in the building will teach a class which will reduce the class size to 10-15 students per teacher. Students will be scheduled based on their 2015-2016 academic performance. Tier 3 students are students who score below 375 on the SOL. Tier 2 students are students who score between 375 and 425 on the SOL. Tier 1 students are students who score above 425 on the SOL. Tier 3 students will be assigned to 2 days of remediation in the specified subject. Tier 2 students will be assigned 1 day of remediation in the specified subject. Tier 1 students will take Excel classes during the Excel period. The Excel classes have been selected to provide students more rigorous enrichment activities while continuing to support the reading curriculum. Tier 2 and Tier 3 students will take at least one Excel class during the Excel period. Students, who are identified as Tier 2 or Tier 3, will have an opportunity to move out of the remediation classes every nine weeks based on their performance. A student assigned to remediation must get his/her teacher to approve</p>	<p data-bbox="1026 296 1419 993">INSTRUCTIONAL PROGRAM</p> <p data-bbox="1026 363 1419 993">By offering an Excel period five days a week, we will be able to better meet the needs of all students. English and Math teachers will be able to focus on more basic skills and strategies with smaller Tier 3 groups and will be able to develop emerging skills in the Tier 2 groups. Tier 1 students will be able to work on more rigorous activities, so they will continue to grow as well. Offering daily small group remediation and enrichment will improve all students' achievement. We expect all Tier 3 students to grow at least 50 points and Tier 2 students at least 25 points.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	the reassignment based on academic improvement.	
<p>INSTRUCTIONAL PROGRAM</p> <p>2015-2016 was the first full year of implementation of the Balanced Literacy Program in grade 6.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Continue implementation of the Balanced Literacy program in grade 6 and extend the program into grades 7 and 8. Providing professional development on the Balanced Literacy program to English teachers and training on reading strategies to all content teachers.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>A focus on reading and the reinforcement of reading strategies throughout the school day will increase students' comprehension of nonfiction texts, which will directly improve student performance on SOL 6.6, 7.6, or 8.6.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>2015 - 2016 was the first year of alternation math schedule with full 90 minute block of instruction and full 90 minute block of Cortez in a lab with a licensed math teacher and a lab administrator.</p> <p>During the first year of implementation, there were personnel attendance issues and classroom management issues with the teacher and the lab administrator in the 8th grade Algebra I lab.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Continue implementation of the A/B schedule for math direct instruction and Cortez math lab with a licensed math teacher in the direct instruction classroom and the math computer lab. During the second year of implementation, a lab administrator within the district with proven classroom management will move into the 8th grade math lab. With personnel changes, the second year of implementation will give more focused direct instruction and uninterrupted computer lab time with instructional support personnel.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>The A/B math schedule will enable 95% of students to complete the Cortez math lessons prior to Intensive Review and ensure they have mastered each content lesson prior to review. In addition to mastering the Cortez math computer lessons, students will have more direct instruction and instructional support, which will increase the pass rate on benchmark assessments, which are aligned to the content and cognitive level of each grade math curriculum, by at least 30%.</p>
<p>STAFF</p> <p>There are inconsistencies in classroom instruction and student academic achievement, within and across grade levels, as evidenced by SOL test pass rates.</p>	<p>STAFF</p> <p>Develop, implement and monitor performance improvement plans for instructional staff whose work has produced SOL pass rates five or more percentage points below the schoolwide average in the overall content area for two or more of the last four years.</p>	<p>STAFF</p> <p>Teachers in need of assistance will have a plan that clearly documents expectations for classroom instruction and student academic achievement.</p> <p>The Principal will have a plan that will enable her to assist and support teachers who are in need of assistance in providing classroom instruction that prepares students for academic success.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
		Targeted assistance and monitoring with evidence based feedback are expected to produce substantive improvement in classroom instruction and increases in student academic achievement.
<p style="text-align: center;">STAFF</p> <p>Professional development training and technical assistance have been provided for teachers on alignment of curriculum (written, taught, tested) according to guidelines in AARPE.</p> <p>Cognitive level alignment of lesson plans, student learning tasks, and teacher made assessments remains inconsistent.</p> <p>Sixteen new teachers are scheduled to begin work at Greensville Elementary School in 2016-2017.</p>	<p style="text-align: center;">STAFF</p> <p>New teachers induction program will be revised to increase the focus on alignment of the written, taught and tested curriculum.</p> <p>Professional development training and technical assistance will be provided throughout the year to assist teachers with alignment.</p> <p>Evidence-based feedback that addresses alignment will be consistently provided by administrators following lesson plan reviews, classroom observations and walkthroughs.</p>	<p style="text-align: center;">STAFF</p> <p>Increase in consistency with which classroom instruction and teacher made assessments are fully aligned with the content, process and cognitive level of the SOL, as outlined in the Curriculum Framework.</p> <p>Increase in level of rigor of learning tasks for students.</p>
<p style="text-align: center;">STAFF</p> <p>Professional development training and technical assistance have been provided for teachers and administrators in crucial areas of instructional best practice including: formative assessment; alignment of written, taught, and tested curriculum; OSI lesson planning requirements; evidence-based feedback; and John Hattie's High Yield Student Engagement strategies. Learned concepts and strategies are inconsistently incorporated into daily classroom instruction.</p>	<p style="text-align: center;">STAFF</p> <p>The duties and responsibilities of Lead Teachers will be adjusted to more fully engage them in monitoring and supporting full and consistent incorporation of instructional best practices in daily classroom instruction.</p> <p>Adjustments will also include:</p> <ul style="list-style-type: none"> ● Engaging and monitoring Lead Teachers in Academic Review, and Quarterly Data Meetings ● Monitor Lead Teachers' follow through to assure information, guidance, 	<p style="text-align: center;">STAFF</p> <p>Increased consistency of implementation of identified instructional best practices in daily classroom instruction is expected.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	and assistance reach all teachers	
<p style="text-align: center;">STAFF</p> <p>Literacy Coach is on staff to serve grades K-8</p> <p>Two Reading Coaches are on staff to serve grades PK-4</p>	<p style="text-align: center;">STAFF</p> <p>Adjustments may be made to duties and responsibilities of the Literacy Coach and Reading Coaches after Asset Mapping process is conducted for Reading.</p>	<p style="text-align: center;">STAFF</p> <p>Targeted assistance identified to be performed by the Literacy Coach and Reading Coaches will result in allocation of direct services to students in the areas of greatest need.</p> <p>Student achievement in reading comprehension is expected to increase as evidenced by STAR Reading assessment and contribute to an anticipated 7 percentage point gain on the Reading SOL test.</p>
<p style="text-align: center;">STAFF</p> <p>A Para-professional has worked with the 8th grade science and Civics teachers to provide support and assistance with inclusion classes. Because this staff member was not a licensed teacher, the academic support has been limited.</p>	<p style="text-align: center;">STAFF</p> <p>A licensed Special Education teacher will be hired to work with the licensed General Education teachers in an inclusion setting to support the 8th grade science curriculum. The Special Education inclusion teacher will work solely with science, so the teacher will be able to collaboratively plan with the 8th grade science teachers and work closely with them to differentiate the instruction.</p>	<p style="text-align: center;">STAFF</p> <p>The Special Education teacher will work with the science teacher to differentiate and scaffold the instruction and activities. In addition to differentiation, this will reduce student/teacher ratio in the inclusion classroom, which will increase the teachers' ability to facilitate more hands on learning while giving immediate formative feedback to individual students. This change is expected to increase the academic and assessment performance of students in Gap Group 1.</p>

Family Engagement

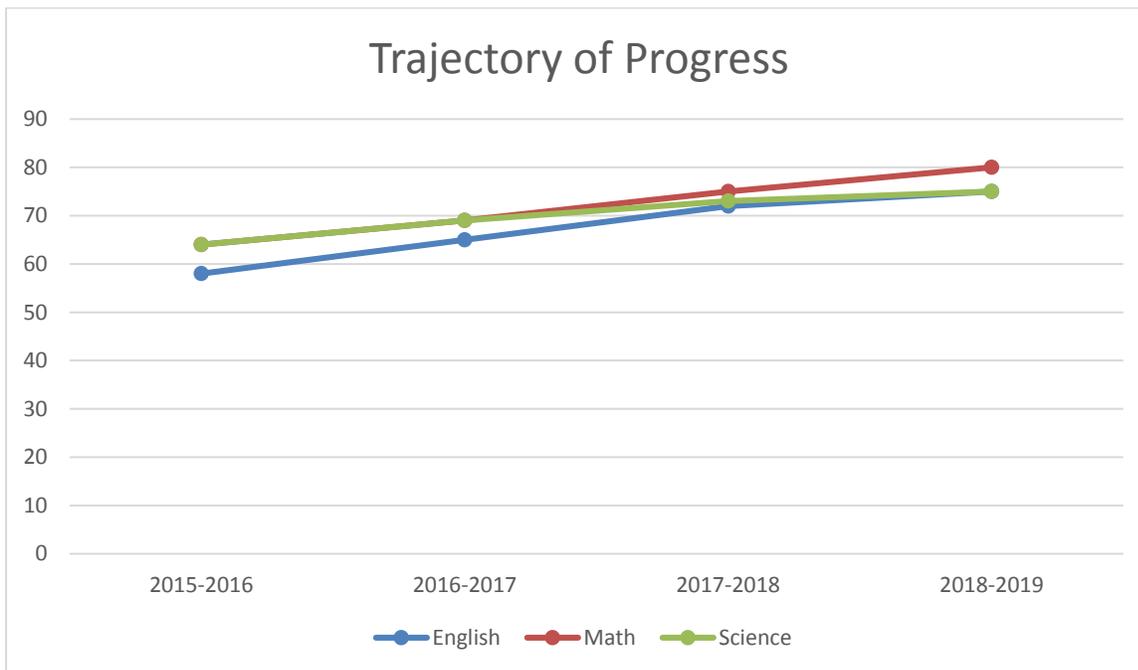
Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Provide weekly evening access to online instructional resources in reading and math for parents and students.</p> <ul style="list-style-type: none"> ● TenMarks (Math) ● Khan Academy (All Subjects) ● Lexia (Reading) ● DreamBox (Math) ● Study Island (Reading and Math) ● Front Row (Reading and Math) 	<p>Opportunity for parent and child to work together on prerequisite and grade level concepts and skills.</p> <p>Additional opportunity to practice skills and develop concept knowledge is expected to improve students' readiness to learn in the classroom. (Decoding and reading comprehension and grade level and prerequisite math concepts and skills.)</p>
<p>Core teachers will set up a Remind 101 account to inform parents of any individual student behavioral or academic issues, upcoming student events, assignments, or parent opportunities.</p>	<p>Parents will be aware of upcoming assignments and activities. This will increase parental support of their child in the classroom.</p>
<p>Each warned area will host a grade level parent night to help parents understand the content their child is learning and they will be given strategies/activities to do with their child at home.</p>	<p>Students will receive content reinforcement at home to increase understanding.</p>

Closing Rationale with Trajectory of Progress

In 2015-2016 student academic achievement was negatively impacted by the number of classes taught by long-term substitute teachers for an extended period of time in Math, Science/Social Science, and English. This occurred because of an unusually high number of teacher absences due to illness and maternity leave.

Full and consistent implementation of this Reconstitution Plan will result in substantial and continued progress in students' academic achievement. School division instructional leaders will continue to work as partners with the Principal and instructional staff to implement, monitor and support all elements of this Reconstitution Application plan. We respectfully request that E. W. Wyatt Middle School receive Partially Accredited-Reconstituted School status for the 2016-2017 school year.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	58	65	72	>75
Math	64	69	>70	>70
Science	64	69	>70	>70



**Virginia Department of Education
State/Federal Accountability Data
Edward W. Wyatt Middle
Grades: 05 - 08
Greensville County**

Attachment K1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 100% Gr 6-8: 84%	Gr 6-8: 82%	*76%	61%	63%	59%
Mathematics	81%	*79%	72%	68%	64%	64%
History and Social Sciences	*Gr 4-8: 71%	Gr 4-8: 70%	68%	68%	83%	82%
Science	Gr 5-8: 88%	Gr 5-8: 85%	*77%	74%	66%	65%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	85%	81%	*62%	59%	60%	60%
English: Writing	74%	81%	62%	51%	58%	41%
History and Social Sciences	*64%	70%	67%	67%	82%	82%
Mathematics	80%	*65%	65%	63%	61%	61%
Science	88%	86%	*77%	60%	65%	64%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Halifax County

School: Sinai Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Halifax County School Board that Sinai Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Kimberly T. Farson _____ Typed School Board Chair Name

Kimberly T. Farson _____ School Board Chair Signature

07/11/2016 _____ Date

Division: Halifax

School: Sinai Elementary

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Halifax		88.7		
School		Title I Model		
Sinai Elementary		School Wide		
Grade Level	Enrollment	English Language Learners	Special Education	
K	38	4	5	
1	45	0	7	
2	43	0	10	
3	48	2	6	
4	30	0	8	
5	32	0	7	
Total	237	6	43	

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	58	51	53	59
Mathematics	52	46	49	57
Science	65	46	55	57
History	74	65	79	66
Graduation and Completion Index (if applicable)				

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English 3 rd Grade	39	49	70	60
Math 3 rd Grade	47	43	38	50
English 4 th Grade	50	50	20	55
Math 4 th Grade	47	48	45	50
Reading 5 th Grade	62	61	42	62
Math 5 th Grade	54	43	48	63
Science 5 th grade	66	40	55	57
VA Studies	82	72	78	66
Graduation and Completion Index (if applicable)				

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	2	0				2
1	3	1	1		2	
2	3	0		1	2	
3	3	0	1	1		1
4	2	1	3			
5	2	0			1	1
Special Education	5	1	1		2	2
Total	20	3	6	2	7	6

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	2	8	
Number and percent of Exemplary teachers returning in 2016-2017	1		
Number and percent of Exemplary teachers leaving in 2016-2017	1		
Number and percent of teachers scoring Proficient in 2015-2016	23	92	
Number and percent of Proficient teachers returning in 2016-2017	19		
Number and percent of Proficient teachers leaving in 2016-2017	5		
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	17		
Number and percent of provisionally licensed teachers in 2016-2017	2		
Number and percent of new teachers to the school in 2016-2017	3		
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0		
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0		
Principal Information/Instructional Background			
Degree area (s)	Applied Mathematics (BS), Administration and Supervision (M.Ed.)		
Total years of educational experience	12		
Total years as an Assistant Principal	2		
Total years as a Principal	1		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained An Educational Position Outside the Division		3			
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)			1		
Left During the School Year					
Retired from Profession					
Left Profession/Field			1		
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

non-duplicate

Reconstitution Information

During the past three years, Sinai Elementary School has improved the instructional program by implementing the following:

Instruction: 2013-2014

Dollar General provided school supplies for students.

Morning Stars tier 2-3 students had additional time in computer lab using Successmaker.

After School Program was held for all students K-5 during February and March. Transportation was provided.

Twenty First Century Grant was in second year.

2014-2015

Dollar General provided school supplies for students.

Professional development was provided on VTSS/RTI with Rick Bowmaster.

Twenty First Century Grant was in third year.

Morning Stars tier 2-3 students had additional time in computer lab using Successmaker.

A part time math specialist was added.

The instructional coach and math specialist lead monthly professional development.

After School Program was held for all students K-5 during February and March. Transportation was provided.

2015-2016

A new principal was hired.

Reading time was increased from ninety minutes to one hundred-twenty minutes for K-3.

Math time was increased from sixty minutes to ninety minutes for K-3.

Journeys reading curriculum was adopted K-5.

A full-time math specialist was added.

Behavioral specialists were added.

A lead turn-around partner from Cambridge Education was contracted.

Professional development was provided for the new reading series on: July 21, Aug. 10, Nov. 3, and Jan. 5.

VTSS/RTI was scheduled school-wide.

In the fall of 2015, one day a week was scheduled for one hour after school for grades 3-5 for tier 2-3 students to receive remediation with priority given to reading and math.

Morning Stars tier 2-3 students had additional time in computer lab using Successmaker.

Tier 2-3 students received remediation in all content areas for testing in grades 3-5.

Remediation was given for those students in grades 3-5 doing expedited retakes.

Screaming Eagles After School Program was held for all students K-5 during February and March. Transportation was provided.

Math tutors worked with tier 2-3 students in April and May for remediation.

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>GOVERNANCE</p> <p>In January 2016, one Lead Turn-Around Partner was contracted.</p>	<p>GOVERNANCE</p> <p>Additional support specialists will be provided by Cambridge Education Lead Turn-Around Partner (LTP) for the instructional leader in the following areas: Reading/math, SIP, Technology Integration, and Parent and Community Engagement Planning</p>	<p>GOVERNANCE</p> <p>The administrator will be better equipped to recognize and document instructional concerns to improve student outcomes in all content areas.</p>
<p>INSTRUCTIONAL</p> <p>The division-wide special area schedule overlapped special teachers to be in the building on the same days not allowing teachers to have common planning time throughout the week.</p>	<p>INSTRUCTIONAL</p> <p>The division wide special area schedules were adjusted to allow additional days at Sinai to give more common planning time to classroom teachers. This adjustment will also provide more staff to help with remediation.</p>	<p>INSTRUCTIONAL</p> <p>The support staff will increase teacher capacity to deliver instruction that is more tightly aligned to the Standards of Learning. The aligned written, taught and tested curriculum will lead to improved student achievement.</p>
<p>INSTRUCTIONAL</p> <p>The teachers have had limited training on learning objectives.</p>	<p>INSTRUCTIONAL</p> <p>The LTP will provide professional development on learning objectives on Aug. 5 with follow-up sessions TBA.</p>	<p>INSTRUCTIONAL</p> <p>Increase in SOL test scores by sixteen points to meet or exceed accreditation requirements in reading.</p>
<p>INSTRUCTIONAL</p> <p>A division-wide summer school was held for twelve days.</p>	<p>INSTRUCTIONAL</p> <p>Sinai Summer Soar Program will be held for an additional eight days, July 11-21, to reinforce basic reading and math skills.</p>	<p>INSTRUCTIONAL</p> <p>Increase in SOL test scores by sixteen points in reading and thirteen points in math to meet or exceed accreditation requirements.</p>
<p>STAFF</p> <p>Five teachers resigned creating openings.</p>	<p>STAFF</p> <p>Twelve out of twenty teachers will change grade levels and be new to the content. Hired three new teachers out of twenty.</p>	<p>STAFF</p> <p>Ongoing training based on data will be given by the principal, instructional coach, math specialist and LTP to increase the delivery of instruction and to meet or exceed accreditation requirements.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
August 4, 2016 – Beth Tucker	To present professional development on motivating and inspiring student learning
September – Parent Night Out	To increase awareness of literacy so parents can assist children at home
September – PTO Meeting	To strengthen the home and school relationship and share school expectations
September -Do It For Your Children(Volunteer Literacy Program)	To increase parent awareness on how to help their children with reading and math homework.
October – Math Literacy Night	To improve student achievement leading toward full accreditation
October 20, 2016 – Parent Conferences	To inform parents of students’ educational progress
November-Do It For Your Children(Volunteer Literacy Program)	To increase parent awareness on how to help their children with reading and math homework.
December – Parent Night Out	To increase awareness of literacy so parents can assist children at home
December – PTO Meeting	To provide parents with an opportunity to explore the curriculum and resources
February – PTO Meeting	To strengthen the home and school relationship and share school expectations
March – Parent Conferences	To inform parents of students’ educational progress
March -Do It For Your Children(Volunteer Literacy Program)	To increase parent awareness on how to help their children with reading and math homework.
March – Food Lion Math Night	To increase awareness of math concepts so parents can assist children at home with real life math skills and in the community
April – Parent Night Out	To increase awareness of SOL testing taking strategies and tips for parents and students
Title I Parent Advisory Committee Meetings – Quarterly	To become more aware of the instructional practices of the building
Family Engagement Specialist	To work with principal on ways to increase parent engagement and community involvement

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	59	>75	>75	>75
Math	57	>70	>70	>70
Science	57	>70	>70	>70
History	66	>70	>70	>70

As stated previously, the division will continue to monitor and support teaching and learning. In addition, support will be provided to the principal to assist with classroom walkthroughs, data desegregation, and supervision of instructional best practices. A new Director of Elementary Instruction/Professional Development was hired. We request the school receive Partially Accredited – Reconstituted School status for the 2016-2017 school year.

**Virginia Department of Education
State/Federal Accountability Data
Sinai Elementary
Grades: KG - 05
Halifax County**

Attachment L1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 80%	Gr 3-5: 89%	*77%	51%	53%	58%
Mathematics	86%	*80%	52%	46%	49%	58%
History and Social Sciences	*Gr 3: 77% *Gr 4-8: 96%	Gr 3: 73% Gr 4-8: 98%	74%	75%	79%	70%
Science	Gr 3: 86% Gr 5-8: 75%	Gr 3: 92% Gr 5-8: 88%	*79%	46%	55%	55%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	83%	89%	*54%	50%	48%	56%
English: Writing	72%	87%	71%	45%	N/A	N/A
History and Social Sciences	*89%	86%	75%	66%	79%	67%
Mathematics	86%	*56%	50%	44%	44%	55%
Science	82%	90%	*65%	47%	55%	55%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Halifax County

School: Halifax County Middle School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Halifax County School Board that Halifax County Middle School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Kimberly T. Farson _____ Typed School Board Chair Name

Kimberly J. Farson _____ School Board Chair Signature

07/11/2016 _____ Date

Division:

School:

School Information/Demographics

Division			Free/Reduced Lunch Eligible Percentage	
Halifax			62%	
School			Title I Model	
Halifax County Middle School			No	
	Grade Level	Enrollment	English Language Learners	Special Education
	6	384	3	58
	7	407	3	68
	8	390	3	65
	Total	1181	9	191

Division:

School:

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	60	61	70	70
Mathematics	57	69	78	80
Science	50	56	74	70
History	77	78	81	79
Graduation and Completion Index (if applicable)	-	-		

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English 6	62	63	67	72
Math 6	65	85	88	90
English 7	66	62	71	78
Math 7	20	48	57	63
English 8	55	58	70	69
Civics 5	75	75	80	79
Math 8	54	42	61	82
Algebra I	98	100	95	87
Algebra II	100	100	91	86
World Geography	-	-	73	-
Writing	-	-		60
Science	-	-		70
	-	-		
Graduation and Completion Index (if applicable)				

Division:

School:

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
English 6	5	1	2	0	2	2
Math 6	5	0	0	0	2	3
History 6	2	0	0	0	2	0
Science 6	3	1	1	0	1	1
English 7	4	0	1	1	2	0
Math 7	5	0	0	2	2	1
Civics 7	4	0	0	0	2	2
Science 7	4	0	1	0	2	1
English 8	4	0	0	0	2	2
Math 8	4	0	1	1	2	0
Civics 8	4	0	0	0	3	1
Science 8	4	0	1	0	1	2
Related Arts	22	1	4	2	11	5
Special Education	18	0	3	0	6	9
Total	88	3	14	6	40	29

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0%	
Number and percent of Exemplary teachers returning in 2016-2017	n/a	n/a	
Number and percent of Exemplary teachers leaving in 2016-2017	n/a	n/a	
Number and percent of teachers scoring Proficient in 2015-2016	63	95%	
Number and percent of Proficient teachers returning in 2016-2017	60	91%	
Number and percent of Proficient teachers leaving in 2016-2017	3	5%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	3	5%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	3	5%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	61	92%	
Number and percent of provisionally licensed teachers in 2016-2017	5	8%	
Number and percent of new teachers to the school in 2016-2017	8	12%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	1	2%	Science 7
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0%	
Principal Information/Instructional Background			
Degree area (s)	Administration and Supervision		
Total years of educational experience	12		
Total years as an Assistant Principal	3		
Total years as a Principal	Began first year July 1, 2016		

Division:

School:

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained An Educational Position Outside the Division			1		
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					
Left During the School Year					
Retired from Profession			4		
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

17 non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>GOVERNANCE:</p> <p>An administrative team consisted of a principal, associate principal, one assistant principal, and one interim assistant principal.</p>	<p>GOVERNANCE:</p> <p>A new principal has been assigned to the administrative team. She served as the former associate principal.</p> <p>A new associate principal was hired.</p> <p>A new assistant principal was hired.</p>	<p>GOVERNANCE:</p>
<p>INSTRUCTIONAL PROGRAM:</p> <p>Principals would conduct 5 walkthroughs for probationary teachers and 3 for all other teachers.</p>	<p>INSTRUCTIONAL PROGRAM:</p> <p>Principals will conduct 10 walkthroughs for probationary teachers and 6 for all other teachers.</p> <p>The division leadership team and principals will monitor and provide feedback to teachers.</p>	<p>INSTRUCTIONAL PROGRAM:</p> <p>The number of classroom walk throughs will increase by 100%.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
September 2016 – PTO Meeting	To increase parent awareness of subject/teacher expectations.
September 21, 2016 Parent Teacher Conference	To provide parents with updates on student's academic progress and provide suggestions for support.
October 2016 SOL Night for Reading and Math	To improve student achievement leading toward full accreditation within three years.
February 16, 2017 Parent Teacher Conference	To provide parents with updates on student's academic progress and provide suggestions for support.
February 2017 – PTO Meeting	To increase parent awareness of subject/teacher expectations.
March 2017 – SOL Preparation Night	To simulate a SOL test for parents and provide resources to assist with test practice.
April – Testing Tips and Schedule sent to parents	To inform parents of ways to mentally, emotionally, and physically for testing.
Yearlong – Minimum of 80 parent contacts per teacher	To foster positive contact between home and school. To share both successes and concerns.

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	70	>75	>75	>75
Math	80	>70	>70	>70
Science	70	>70	>70	>70
History	79	>70	>70	>70

As stated previously, the division will continue to monitor and support teaching and learning. In addition, support will be provided to the principal to assist with classroom walkthroughs, data desegregation, and supervision of instructional best practices. A new secondary supervisor of instruction was hired. We request the school receive Partially Accredited – Reconstituted School status for the 2016-2017 school year.

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

Attachment L1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 78%	Gr 6-8: 81%	*60%	61%	70%	70%
Mathematics	74%	*70%	57%	69%	78%	80%
History and Social Sciences	*Gr 4-8: 78%	Gr 4-8: 82%	77%	78%	81%	78%
Science	Gr 5-8: 85%	Gr 5-8: 91%	*76%	56%	74%	70%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

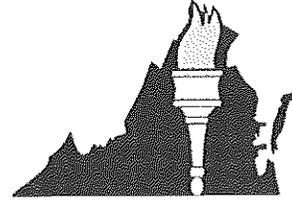
Federal Accountability Status

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

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	76%	79%	*61%	61%	69%	69%
English: Writing	77%	86%	52%	51%	63%	60%
History and Social Sciences	*78%	82%	77%	77%	81%	78%
Mathematics	72%	*54%	55%	65%	74%	76%
Science	85%	90%	*50%	55%	74%	70%

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



VIRGINIA DEPARTMENT OF EDUCATION

Office of School Improvement

Partially Accredited: Reconstituted School Application

Division: Hampton City Schools

School: Aberdeen Elementary School

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

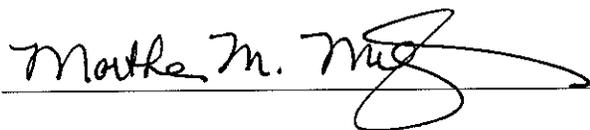
8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Hampton City School Board that Aberdeen Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Martha Mugler Typed School Board Chair Name

 School Board Chair Signature

July 18, 2016 Date

School Information/Demographics

Division: Hampton City Schools			Free/Reduced Lunch Eligible Percentage: 61.37%	
School: Aberdeen Elementary			Title I Model- School Wide	
	Grade Level	Enrollment	English Language Learners	Special Education
	1	67	0	9
	2	65	0	13
	3	70	0	12
	4	56	0	8
	5	72	0	15
	KG	71	0	8
	SP	5	0	2
	VP	47	0	1
	Total	453	0	68

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	58%	54%	65%	72%
Mathematics	67%	68%	78%	71%
Science	81%	57%	48%	64%
History	82%	81%	76%	83%
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Grade 3 English- Reading	61%	44%	68%	74%
Grade 4 English- Reading	55%	59%	58%	71%
Grade 5 English- Reading	72%	57%	62%	68%
Grade 3 Mathematics	47%	58%	70%	74%
Grade 4 Mathematics	72%	79%	86%	77%
Grade 5 Mathematics	78%	64%	72%	63%
Virginia Studies	100%	89%	74%	83%
Grade 5 Science	96%	59%	48%	66%
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
5th	3	2	3	0	0	0
4th	3	1	2	0	0	1
3rd	4	0	2	0	0	2
2nd	4	1	1	2	1	0
1st	4	0	0	2	1	1
KG	3	0	1	0	2	0
Reading Specialist	1					1
Reading Interventionist	1				1	
Literacy Support Specialist	1			1		
Math Interventionist	1				1	
Special Education	4	1	2	1	0	1
Total	29	5	11	6	6	5

Pertinent Challenges/Extenuating Circumstances:

Aberdeen has had a high turnover rate in staff due to the changes in projected enrollment based on the closure of a large feeder residence, as well as a school consolidation and rezoning between the 2014 and 2016 school years. This extenuating circumstance had a direct impact on the building culture and academic performance in the following ways: second order transition for students and staff that was directly correlated to an impact on academic performance, adding an additional acculturation condition, and reassignments of staff to accommodate class size reduction requirements based on the change in zoning and grade level enrollment.

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information		Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016		2	12	
Number and percent of Exemplary teachers returning in 2016-2017		1	6	
Number and percent of Exemplary teachers leaving in 2016-2017		1	6	
Number and percent of teachers scoring Proficient in 2015-2016		15	88	
Number and percent of Proficient teachers returning in 2016-2017		15	88	
Number and percent of Proficient teachers leaving in 2016-2017		0	0	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016		0	0	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017		0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017		0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016		0	0	
Number and percent of Unacceptable teachers returning in 2016-2017		0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017		0	0	
Teacher Licensure Information		Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017		29	94	
Number and percent of provisionally licensed teachers in 2016-2017		2	6	
Number and percent of new teachers to the school in 2016-2017		4	13	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)		0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)		0	0	
Principal Information/Instructional Background				
Degree area (s)	B.A. in English, M.A. in Education (Admin. & Supervision, English, Elementary K-12 Licensure)			
Total years of educational experience	21			
Total years as an Assistant Principal	3			
Total years as a Principal	6			

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best-reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	3	1	2	0	0
*Sought/Obtained An Educational Position Outside the Division	0	0	0	0	0
*Sought/Obtained A Non-Educational Position Outside the Division	0	0	0	0	0
Advanced in Profession	0	0	0	0	0
Left Solely for Higher Pay	0	0	0	0	0
Personal Reasons (family, health, education)	0	0	0	0	0
Left During the School Year	0	0	0	0	0
Retired from Profession	0	0	0	0	0
Left Profession/Field	0	0	0	0	0
Resigned In Lieu of Dismissal/Termination	0	0	0	0	0
Dismissed/Non-Renewed	0	0	0	0	0
Other Reasons Not Identified Above (Relocated)	1	0	0	0	0

*non-duplicate

Reconstitution Information

Over the course of the past few school years, (2014-2015 through 2015-2016), Aberdeen Elementary has practiced an inconsistent model of collaborative team meetings that focused on inaccurate data points. This practice has contributed to a lack of consistent focus geared toward academic progress and gain. Additionally, reflection on the school’s Reading and Science performance indicate the following areas of improvement that had an overall negative impact on the school’s ability to meet full accreditation: acknowledging student growth and analyzing for measures of duplication, lack of hands on experiences with science activities and skills correlated to standardized assessments, effective use of data to guide instructional practices, and alignment with assessment. The concerns noted above have been inconsistent across grade levels.

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: Reading/Science – There has been an inconsistent focus on instructional practices and student growth data during weekly Collaborative Learning Team Meetings (CLT). Currently, CLT meetings take place twice a week during the resource block and an additional block of instruction for 40 minutes. In each meeting session, components of Reading were the greatest focus with Science receiving minimal attention.</p>	<p>The format for holding CLT meetings will be restructured so that teachers will be able to meet once a week for 90 minutes. Expectations and roles for staff members will be redefined. Faculty will be retrained on unpacking standards and aligning instruction in both content and cognitive levels. CLT agendas will focus on unpacking standards, lesson alignment, and assessment alignment. Teachers will share resources and collaboratively plan learning experiences that are aligned to the identified standards. Formal and informal assessments results will also be discussed during CLT meetings.</p>	<p>1) Increase in the frequency of taught lessons that are aligned at both the content and cognitive levels of the standard as a result of more focused and collaborative CLT meetings. 2) Increase in teachers’ level of comfort and ability to unpack standards of learning for use in the planning and delivery of instruction. 3) Increase in the ability of teachers to write lesson plans that are aligned at both the content and cognitive levels of the standards as a result of more focused and collaborative CLT meetings.</p>
<p>INSTRUCTIONAL PROGRAM: READING There has been an inconsistent focus on monitoring student growth in reading and using data to make instructional decisions.</p>	<p>There will be a consistent focus on using running records for checks of fluency and comprehension in order to progress monitor student growth in reading. Teachers in grades K-5 will administer running records to monitor select students, (students identified in need of Tier 2 or Tier 3 support) at least once per month in order to monitor the success of specific interventions along with student progress in reading.</p>	<p>Consistently monitoring the reading progress of students identified to receive Tier 2 or Tier 3 support will yield information about the success of interventions as well as drive planning efforts for remediation and intervention. An increase in differentiated instruction as a result of this focused data will help to close student gaps in foundational literacy skills.</p>

<p>INSTRUCTIONAL PROGRAM: READING A 30-minute daily intervention block is built into the school's master schedule but is not consistently utilized and lacks a strong instructional focus.</p>	<p>During the 2016-2017 school year, the intervention block will be revised to address the literacy needs of students based primarily on data. Lesson plans will be required and reviewed by administrators. Observations of intervention blocks will be conducted with feedback provided to teachers regarding instructional practices.</p>	<p>Ensured fidelity to the intervention block will increase opportunities to address students' reading deficits and improve reading achievement.</p>
<p>INSTRUCTIONAL PROGRAM: READING One Reading Specialist, one Title I Reading Interventionist and one part-time ERIA (Early Reading Intervention Assistant) provide literacy support for students in grades K-5.</p>	<p>During the 2016-2017 school year, Title I will provide funds for a Literacy Support Specialist. This will allow for a model that provides more instruction for our students in need of Tier 2 and 3 support.</p>	<p>The reading team will be able to provide effective interventions to a greater number of students, thus increasing academic achievement in the area of Reading.</p>
<p>INSTRUCTIONAL PROGRAM: READING Aberdeen Elementary's school leadership team consisting of a select group of teachers, currently meets once per month to analyze data and monitor school goals.</p>	<p>During the 2016-2017 school year, Aberdeen Elementary will establish a Literacy Team, inclusive of grade level representation, reading support staff, a Family Engagement Specialist, and administrators. The team will meet monthly to review school and student reading data, assess instructional plans and interventions, identify professional learning needs and monitor school-wide literacy goals. This team will meet above and beyond the School Leadership Team meetings.</p>	<p>The proposed new practice will result in grade level representation and input into the decision making process for improving literacy school-wide. A school-wide focus on professional development, instructional planning, delivery, and parent involvement, will result in improved student achievement.</p>
<p>INSTRUCTIONAL PROGRAM: READING Currently, school based professional development is provided across grade levels,</p>	<p>During the 2016-2017 school year, on-going professional development in the area of literacy best practices and differentiated instruction will</p>	<p>Targeted professional development based on the needs of select teachers will result in more effective classroom instruction and</p>

with little to no differentiation.	be provided and sustained during the year.	improved student achievement.
<p>INSTRUCTIONAL PROGRAM: READING Currently, administrators observe teachers infrequently, and provide feedback across a number of areas.</p>	<p>During the 2016-2017 school year, administrators will conduct more frequent and regular observations,(2-3 times per month) providing timely, evidence-based feedback on one or two important areas for growth in the area of language arts.</p>	<p>This will ensure teachers receive timely, quality feedback, which should translate to a change in literacy instructional practices and teacher growth.</p>
<p>INSTRUCTIONAL PROGRAM: READING Teachers receive instructional feedback and professional development from administrators and central office administrators.</p>	<p>During the 2016-2017 school year, Aberdeen Elementary will build literacy expertise by engaging in coaching, peer observations, and creating opportunities for class visits to observe model literacy instruction.</p>	<p>Providing these opportunities will build literacy expertise across grade levels, collaborative professional development, and teacher efficacy.</p>
<p>INSTRUCTIONAL PROGRAM: READING Assessments are provided at the end of the week. When utilized, formative assessments are sporadic and usually involve an exit ticket.</p>	<p>During the 2016-2017 school year, professional development around the use of formative assessment during language arts will be revisited with a focus on the use of observations, conferencing, questioning, discussion, peer/self assessments, think-pair-share, kinesthetic and visual representations.</p>	<p>Knowledge of various strategies of formative assessment will allow teachers to adjust literacy instruction and address student needs.</p>
<p>INSTRUCTIONAL PROGRAM: SCIENCE Building administrators conducted science walkthroughs with a focus on student engagement.</p>	<p>Building administrators, along with the science curriculum leader and/or teacher specialist, will conduct monthly walkthroughs classrooms (grades 4 and 5) to monitor the implementation of the FOSS/ADI inquiry-based science instruction.</p>	<p>Feedback from walkthroughs provided by administrators and the HCS Science Department will be discussed during grade level meetings, providing opportunities to explore what is working well, what is not, “next steps” and best practices.</p>
<p>INSTRUCTIONAL PROGRAM: SCIENCE Aberdeen Elementary focused</p>	<p>Aberdeen will follow the science curriculum. Full Option Science System (FOSS) incorporates a “hands-on” approach to science with a</p>	<p>Students will gain a greater understanding of science terminology with life-like application. Increased comprehension of “why</p>

<p>mainly on 5th grade skills for science instruction along with the highlighted 4th grade skills included in the HCS science curriculum. There were limited opportunities for hands-on application via science labs, which minimized student engagement. Additionally, the 4th grade skills were not taught with fidelity to ensure student retention of skills and information.</p>	<p>greater efficacy. Teachers will be trained to create integrated lessons through the lens of developing science concepts. Instruction will include hands on application, via science labs and technology integration, via student’s school issued iPads.</p>	<p>science works” and “why we need science” will become areas of focus. This hands-on approach will increase student engagement during science lessons.</p>
<p>INSTRUCTIONAL PROGRAM: SCIENCE – Currently, teachers in grades 4 and 5 meet as Collaborative Learning Teams (CLTs) within the school only with their assigned grade level at the school building level.</p>	<p>Teachers in grades 4 and 5 will attend division-wide Science Collaborative Learning Community meetings throughout SY 16-17.</p>	<p>Meeting with teachers across the division will provide the opportunity to share best practices, resulting in improved instruction and student achievement.</p>
<p>INSTRUCTIONAL PROGRAM: SCIENCE – While teachers provide instruction based on the state’s curriculum framework document, there exists a need for teachers to use data more frequently to drive lesson planning, lesson delivery, and assessment.</p>	<p>The HCS Science Department will provide training to teachers in grades K-5 with unpacking standards, identifying essential skills, and recognizing areas of weakness based on formative and division-created critical skills assessments.</p>	<p>The school will see an increase in the frequency of lessons aligned at both the content and cognitive levels of the identified standard, as well as the creation of formative assessments that are tightly aligned to essential skills.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Quarterly information sessions and training will be offered to parents and guardians that focus on Science and Reading. The sessions will highlight the current academic standing, the skills that are being taught, strategies and resources that are available for use at home to support student academic gains, and other appropriate tangible resources to support this initiative will be provided (flash cards, practice materials, digital resources, etc.) during each session. (October, January, March, May)	The goal is to demonstrate marked improvement in student academic performance leading to a status of full accreditation for the 2017- 2018 school year in all content areas.
A parent resource review event will be presented during the first quarter of the school year to provide parents with any information on updated resources and materials available for check out in the parent resource center that correlate directly with our content areas of focus.	The goal will be to see an increase of student engagement in the classroom as a result of parents’ support and implementation of strategies gleaned and resources provided from informational learning opportunities. This strategy would also help to maximize overall instructional learning time.
“Annual Data Presentation and Review” for parents will be presented in September of the 2016-2017 school year. Information will be provided in regard to the school’s current accreditation status, what resources are available to support students in meeting greater academic success, the plan for implementing strategies for full accreditation in the coming school year, and opportunities for parents to play an active role in our shared success.	The goal is to increase the parents, guardians, and support stakeholders’ awareness of the schools’ status in a manner that supports student’s efforts to meet full accreditation in science and reading content areas. With the information provided at the beginning of the school year, it affords greater opportunities for our parents to be aware of the focus skills and content, what they can access for support, and plan to meet the school’s academic success.

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	72%	75%	78%	80%
Math	71.4%	75%	78%	80%
Science	64%	70%	75%	80%
History	82.9%	85%	87%	89%

Aberdeen Elementary School has made continuous improvement in the area of Language Arts over the last three school years. For example, since the 2014-2015 school year, Aberdeen increased its Reading pass rate by 16% points (from 54% to 72%). The 2016-2017 School Improvement Plan will detail a *laser-like* focus on literacy and Science in grades K-5. Actions steps are being written to address foundational literacy skills in the primary grades and targeted intervention supports for students in all grade levels as well as specific skills and instructional

strategy focus for Science. The HCS Language Arts Department and Science Department will play an integral role in providing the supports needed to develop a sound professional learning plan that provides sustained job embedded training for teachers. Programs such as Word Study, the use of running records and FOSS will be implemented with fidelity. The newly created HCS RTI database will serve as an excellent tool for monitoring student progress.

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

Attachment M1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 68%	Gr 3-5: 82%	*58%	54%	65%	72%
Mathematics	80%	*75%	67%	68%	78%	72%
History and Social Sciences	*Gr 3: 57% *Gr 4-8: 75%	Gr 3: 89% Gr 4-8: 98%	82%	81%	76%	83%
Science	Gr 3: 72% Gr 5-8: 72%	Gr 3: 76% Gr 5-8: 84%	*81%	71%	48%	64%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

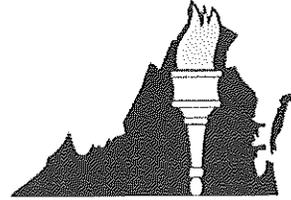
Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	68%	81%	*62%	53%	62%	71%
English: Writing	73%	88%	61%	58%	N/A	N/A
History and Social Sciences	*68%	94%	86%	83%	76%	84%
Mathematics	82%	*60%	66%	67%	77%	71%
Science	77%	81%	*83%	59%	48%	66%

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



VIRGINIA DEPARTMENT OF EDUCATION

Office of School Improvement

Partially Accredited: Reconstituted School Application

Division: Hampton City Schools

School: Alfred S. Forrest Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Hampton School Board that Alfred S. Forrest Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Martha Mugler _____ Typed School Board Chair Name

Martha M. Mugler _____ School Board Chair Signature

July 18, 2016 _____ Date

Division: Hampton City Schools

School: Alfred S. Forrest Elementary

School Information/Demographics

Division Hampton City Schools		Free/Reduced Lunch Eligible Percentage 64.04%		
School Alfred S. Forrest Elementary		Title I Model School Wide		
	Grade Level	Enrollment	English Language Learners	Special Education
	K	94	0	13
	1	106	0	10
	2	78	0	7
	3	86	0	12
	4	80	1	7
	5	74	0	13
	Total	520	1	64

Division: Hampton City Schools

School: Alfred S. Forrest Elementary

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	64	59	67	70
Mathematics	66	71	70	71
Science	71	63	58	78
History	87	86	87	91
Graduation and Completion Index (if applicable)	N/A	NA	NA	NA

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English-3 rd grade; EOC English	75	69	68	57
3 rd Grade Math	65	70	66	67
4 th Grade English	51	59	69	82
4 th Grade Math	62	80	79	77
5 th Grade English	67	53	62	73
5 th Grade Math	64	58	66	74
5 th Grade Science	58	51	61	78
Virginia Studies	88	81	90	91
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Division: Hampton City Schools

School: Alfred S. Forrest Elementary

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	5	0	0	3	0	2
1	5	0	1	0	2	2
2	4	0	0	1	1	2
3	4	1	0	0	2	2
4	4	2	1	2	0	1
5	4	2	1	2	1	
Special Education	3	1	1	1	0	1
Reading Specialist	1	1	0	0	1	0
Reading Interventionist	1	0	0	1	0	0
Literacy Support Specialist	1	1	0	0	1	0
Math Interventionist	1	0	0	0	1	0
Total	33	8	4	10	9	10

There were no extenuating circumstances and /or pertinent challenges that impacted staffing at Forrest Elementary School during the 15-16 SY.

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0	
Number and percent of Exemplary teachers returning in 2016-2017	0	0	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	17	94	
Number and percent of Proficient teachers returning in 2016-2017	13	72	
Number and percent of Proficient teachers leaving in 2016-2017	4	22	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	1	6	
Number and percent of Unacceptable teachers returning in 2016-2017	1	6	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	31	97	
Number and percent of provisionally licensed teachers in 2016-2017	1	3	
Number and percent of new teachers to the school in 2016-2017	2	6	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	PhD-Instructional Leadership; Masters in Elementary Education; Bachelors Interdisciplinary Studies		
Total years of educational experience	12		
Total years as an Assistant Principal	3		
Total years as a Principal	1		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	2	0	0	0	0
*Sought/Obtained An Educational Position Outside the Division	0	0	1	0	0
*Sought/Obtained A Non-Educational Position Outside the Division	0	0	0	0	0
Advanced in Profession	0	0	0	0	0
Left Solely for Higher Pay	0	0	0	0	0
Personal Reasons (family, health, education)	1	0	0	0	0
Left During the School Year	0	0	0	0	0
Retired from Profession	0	0	0	0	0
Left Profession/Field	0	0	0	0	0
Resigned In Lieu of Dismissal/Termination	0	0	0	0	0
Dismissed/Non-Renewed	1	0	0	0	0
Other Reasons Not Identified Above	Relocated	0	1	0	0

* non-duplicate

Reconstitution Information

Over the past three years, the Forrest Elementary Staff demonstrated inconsistent implementation of sound instructional strategies, data analysis, student engagement practices, and focused literacy strategies. Professional development opportunities were routinely provided with little attention to differentiation. Essential understanding of lesson alignment at the written, taught and tested curriculum was an area of concern, however the last two years, major improvement has been noted in this area.

Mark **all** applicable areas of reconstitution:

Governance **Instructional Program** Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program: Reading One Reading Specialist and one Reading Interventionist worked with grades 3-5. Two part-time ERIA provided support to grades K-2.</p>	<p>During the 2016-2017 school year in addition to the Reading Specialist and Reading Interventionist, a Literacy Support Specialist has been hired to provide additional support to grade levels and select teachers based on data. A reading tutor will also be hired with Title I funding to support students not reading on grade level in grades 3-5. This tutor will begin work in October. The goal is to catch the students up early with a double dose of small group reading instruction. Forrest will continue to have the ERIA focus on grades K-2. The Reading Interventionist will support grades 2-5. It will be a flexible model. Students will exit the intervention when they have shown they are on grade level.</p>	<p>This will help Forrest Elementary more efficiently and effectively meet the needs of our Tier 2 and Tier 3 students. It is vital that struggling readers are accelerated and a consistent double dose of small group reading instruction has been proven to do so.</p>
<p>Instructional Program: Reading Teachers were trained in how to administer and score the DRA. Teachers were trained in how to implement and analyze running records. Teachers were required to administer monthly running records along with one anecdotal note a week.</p>	<p>During the 2016-2017 school year teachers will be required to increase the frequency of administering the running record to below level readers. Staff will be required to complete them bi-monthly instead of monthly. These will continue to be kept in their small group reading binder and will be reviewed at least monthly during CLT.</p>	<p>This ensures that the data Forrest is using is accurate and reliable for students. Also, with more consistency the school should see acceleration for our below level readers.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program: Reading Professional Learning Communities convened once a month with a focus on small group reading instruction. Teachers brought their running records and as team analyzed them and decided next steps for the students. The teachers were given resources such as Next Steps in Guided Reading and The Continuum of Literacy to support the review and decision-making.</p>	<p>During the 2016-2017 school year, teachers will be required to review their running records prior to coming to the Professional Learning Communities meeting. At the meeting they will share what they plan to do for each of their groups and get feedback from their colleagues. They will use the templates in Next Steps in Guided Reading for their lesson plans.</p>	<p>This will ensure teachers are coming to the PLC prepared and also that they are using the information in between our monthly meetings. Frequency of review and adjustment is vital for below level readers. It is also important to keep students moving as readers at the appropriate pace and this will help ensure that we are doing so. Using the same template, depending on the stage of reading will ensure that best practices are happening at the small group reading table. This will also make it easier for the teachers to bridge students from stages because they will see that the lesson plan template changes and therefore their instruction needs to change.</p>
<p>Instructional Program: (Reading) Quarterly, staff as grade level teams tiered students. HCS provided the RTI Database to input the data. This database was also used to input monthly reading levels of all students.</p>	<p>During the 2016-2017 school year, teachers will be required to tier students quarterly. They will be required to record the reading level of students on or above grade level monthly and students below grade level bi-weekly.</p>	<p>It is vital that all students are making appropriate progress and Forrest Elementary can only do this by purposefully monitoring students. Therefore below level readers need to be monitored more frequently in order to see acceleration and have students reading on grade level. This data will also drive decisions regarding human and other resources so it must be consistent.</p>
<p>Instructional Program: (Reading) Every teacher was observed conducting small group reading instruction by December 1 2015. Teachers were provided feedback to make adjustments. A second observation took place by the beginning of Feb.</p>	<p>During the 2016-2017 school year, the time between the first and second small group observation will be decreased with a second follow-up observation date being scheduled within the following week.</p>	<p>To be efficient and effective feedback, implementation and additional feedback must be close in proximity. Teachers need to practice the suggestions and get feedback on what they adjusted in order to improve instructional practices. This will also help with progress of all students and acceleration of below level readers.</p>
<p>Instructional Program: (Reading) Teachers were provided district level training on the new</p>	<p>During the 2016-2017 school year, the focus will be on using Benchmark Literacy to support interactive read aloud and writers</p>	<p>Training in facilitating interactive read alouds and writers' workshop will result in improved student growth as</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Benchmark Literacy Series, but did not have a firm grasp on the components. We had limited discussion of this resource during CLT and staff training. HCS built Benchmark Literacy Resources into the curriculum.</p>	<p>workshop. Forrest will use the unpacked objectives to identify which parts of Benchmark Literacy support each quarter’s objectives. Teachers will be required to use the identified resources. Additionally, teachers will utilize HCS created supplemental resources. Teachers will be provided with feedback on their implementation of interactive read alouds and writer’s workshop. The Literacy Support Specialist will support teachers who need assistance in these two areas.</p>	<p>readers.</p>
<p>Instructional Program: (Reading) After each quarter’s Critical Skills Assessment the Language Arts Coordinator facilitated a PLC to look at the data and guided next steps for grades 3-5.</p>	<p>During the 2016-2017 school year, Forrest will continue to elicit the support of the Language Arts coordinator when analyzing data. The frequency will be increased to twice per quarter to ensure students are getting remediation immediately in areas in which they are struggling.</p>	<p>This will help ensure fidelity to the framework, the HCS instructional model, as well as best practices that are expected by the administration.</p>
<p>Instructional Program: (Reading) The intervention block (30 minutes daily) was not consistently implemented for students in grades 3-5. Plans were not consistent and teachers had a difficult time keeping up with this block of their schedule.</p>	<p>During the 2016-2017 school year, the master schedule will be adjusted to ensure the consistency of the intervention block. Resources will also be purchased to ensure best practices are taking place during the intervention block.</p>	<p>Intervention alone works if the practices being used are effective and if the time is consistent. This will also help Forrest with on grade level reading goals. Students will have multiple opportunities to be exposed to text on their level and on grade level to ensure we are meeting their learning needs.</p>

Family Engagement

Activity Implementation Timeline and Description		Anticipated Impact on Student Achievement in Warned Area(s)
<p>Ranger Round Up August, 2016</p> <p>Read for the Record Read Aloud to a Child Week October, 2016</p> <p>One School, One Book Program Read Across America November 2016/April, 2017</p>	<p>Set a welcoming and collaborative tone for the school year while ensuring families know our goals and expectations for the year.</p> <p>Fall Festival Fun Reading and Math Activities for the Families.</p> <p>Support independent reading goals for students through Read for the Record and Read Aloud to a Child Week.</p> <p>Fun activities sent home to families and other activities at Forrest for families to participate in One book, One School and Read Across America.</p>	<p>These events will engage the Forrest Elementary families. The events will provide opportunities for attachment and relationships to be built between school and home, teacher and family, and family to child. Resources will be provided for families to take home to continue doing fun activities around literacy and mathematics. Every agenda will include a literacy component to ensure focus is maintained. Each event will provide support for families to continue the activities at home, which is important in order to reach school goals.</p>

<p>Snack and Apps December, 2016</p> <p>Spotlight on Reading February 2016/August, 2017</p> <p>Pre-K Reading Event December, 2016</p> <p>Spring Academic Olympics April, 2017</p>	<p>Show, demonstrate, and teach families about learning apps that they can use at home with their child through their smartphone and other devices, to include the school issued iPads.</p> <p>Fun family nights focused on literacy.</p>	<p>Families and stakeholders will be able to attend these events to provide feedback on the literacy needs and continuous improvement process for Forrest and receive resources and support to help meet our literacy goals.</p>
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Closing Rationale with Trajectory of Progress

Over the past three years, Forrest Elementary has made continuous progress in reading. During the 2014-2015 school year, the focus was on aligning the written, taught, and tested curriculum. The administration ensured teachers had student-friendly learning intentions and students and parents understood the success criteria. During the 2015-2016 school year Forrest Elementary School, created, implemented, evaluated, reflected, and adjusted reading instruction to meet the needs of students. Forrest Elementary had a laser-like focus on small group instruction, as the

staff agreed that all students needed to be reading on grade level. All administrator, grade level, and teacher goals were aligned to this focus area. The goals over the next three years will continue to focus on all students reading on grade level and comprehensive literacy. Both of these will allow the Forrest staff to consistently and purposefully monitor student progress while providing feedback and direct instruction to support student needs. This will also allow the school to follow the gradual release model and ensure students have the opportunity to practice and receive feedback on all standards and objectives they need to master. Students will learn how to goal set and monitor their own progress, which will give them purpose every time they walk through the doors of Forrest Elementary School. These goals will be shared with parents/guardians to ensure there are home school connections along with continuing/enhancing family engagement practices. This will also allow administration to ensure focus of teacher’s professional growth in knowledge, planning, delivery, assessment, and learning environment while meeting the needs of Forrest families. Focus and practice is vital to teacher growth and learning. Family engagement is important to student success in reading. Students need to read at home to meet the number of minutes needed for independent reading practice. Within the past two years student performance in reading has grown by 11% points. Within the next academic year, the goal at Forrest is to increase student performance to 75%. The following year the goal will be to have an 80% pass rate. Please see the chart below for further information.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	70	75	80	85
Math	71	75	80	85
Science	78	80	85	90
History	91	93	95	97

**Virginia Department of Education
State/Federal Accountability Data
Alfred S. Forrest Elementary
Grades: KG - 05
Hampton City**

Attachment M1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 80%	Gr 3-5: 77%	*64%	59%	67%	70%
Mathematics	80%	*74%	66%	71%	70%	71%
History and Social Sciences	*Gr 3: 78% *Gr 4-8: 79%	Gr 3: 72% Gr 4-8: 83%	87%	86%	87%	91%
Science	Gr 3: 86% Gr 5-8: 71%	Gr 3: 74% Gr 5-8: 70%	*71%	63%	58%	78%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

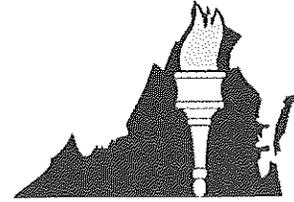
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - Targeted Assistance
2012-2013	2011-2012	Title I Focus School	Title I - Targeted Assistance
2013-2014	2012-2013	Title I Focus School	Title I - School Wide Program
2014-2015	2013-2014	Improvement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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	74%	77%	*65%	61%	66%	70%
English: Writing	78%	78%	61%	56%	N/A	N/A
History and Social Sciences	*81%	80%	87%	87%	90%	91%
Mathematics	80%	*53%	64%	70%	70%	72%
Science	79%	74%	*71%	64%	61%	78%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Hampton City Schools

School: Captain John Smith Elementary

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Hampton School Board that Captain John Smith Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Martha Mugler Typed School Board Chair Name

 School Board Chair Signature

July 13, 2016 Date

Division: Hampton City

School: Captain John Smith Elementary

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage 53%		
School		Title I Model School-wide		
	Grade Level	Enrollment	English Language Learners	Special Education
	Kindergarten	61	1	5
	1	70	1	9
	2	68	2	15
	3	70	0	12
	4	65	0	12
	5	72	0	18
	Total	406	4	71

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	63	57	72	74
Mathematics	66	68	74	77
Science	73	79	71	72
History	88	88	94	83
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English-3 rd grade; EOC English				
Reading – 3rd	67	53	74	69
Reading – 4th	57	58	64	82
Reading – 5th	67	60	77	77
Writing – 5th	50	56	NA	NA
Math – 3rd	53	54	66	75
Math – 4th	70	83	70	77
Math – 5th	74	69	85	84
History – 3rd	91	82	NA	NA
History - VA Studies	85	95	94	86
Science – 3rd	77	77	NA	NA
Science – 5th	67	81	71	75
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
KG	3	0	0	1	0	2
1	3	0	0	1	0	2
2	3	0	1	0	0	0
3	3	0	1	0	0	2
4	3	1	2	1	0	0
5	3	1	1	1	0	1
Special Education	5	0	2	1	1	1
Reading Specialist	1				1	
Literacy Support	1				1	
Math Interv.	1					1
Total	26	2	7	5	3	9

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0	
Number and percent of Exemplary teachers returning in 2016-2017	0	0	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	13	100	
Number and percent of Proficient teachers returning in 2016-2017	13	100	
Number and percent of Proficient teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	26	90	
Number and percent of provisionally licensed teachers in 2016-2017	3	10	
Number and percent of new teachers to the school in 2016-2017	2	7	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	BS in Elementary Education.; M. A. in Education.; EdS in Administration & Supervision		
Total years of educational experience	25		
Total years as an Assistant Principal	10		
Total years as a Principal	1		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	1	0	1	0	0
*Sought/Obtained An Educational Position Outside the Division	0	0	0	0	0
*Sought/Obtained A Non-Educational Position Outside the Division	0	0	0	0	0
Advanced in Profession	0	0	0	0	0
Left Solely for Higher Pay	0	0	0	0	0
Personal Reasons (family, health, education)	3	0	3	0	0
Left During the School Year	0	0	0	0	0
Retired from Profession	0	0	0	0	0
Left Profession/Field	0	0	0	0	0
Resigned In Lieu of Dismissal/Termination	0	0	0	0	0
Dismissed/Non-Renewed	0	0	0	0	0
Other Reasons Not Identified Above (Relocation)	1	0	1	0	0

*non-duplicate

Reconstitution Information

For the past five years, Smith Elementary has had four different principals. The various changes in administration has impacted the school’s ability to address all students’ needs and to implement a comprehensive plan for professional learning.

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: READING There has been an inconsistent focus on instructional practice and student growth data during weekly Collaborative Learning Team Meetings. Currently meetings take place bi-monthly for 90 minutes on Fridays to review student informal assessment data and for 40 minutes twice a week to collaboratively develop lesson plans and discuss student performance.</p>	<p>The proposed new practice will include an administrator, reading specialist, and reading interventionist attending all CLT meetings. Expectations and roles will be redefined. All members of the grade level will be responsible for providing resources and contributing to the planning and writing of lessons and creating assessments aligned at the appropriate cognitive level. Formal and informal assessment data will be discussed at each CLT meeting, to include planning for students who failed to demonstrate success.</p>	<p>Teacher’s ability to plan for learning experiences will improve, as teachers become more comfortable creating lesson plans that are aligned at the appropriate standard and cognitive levels. Additionally, student achievement will increase due to focused planning and collaboration of classroom teachers.</p>
<p>INSTRUCTIONAL PROGRAM: READING A 30-minute daily intervention block is built into the school’s master schedule is not consistently utilized and lacks a strong instructional focus.</p>	<p>During the 2016-2017 school year, the intervention block will be revised to address the literacy needs of students based primarily on data. Lesson plans will be required and reviewed by administrators. Observations of intervention blocks will be conducted with feedback provided to teachers regarding instructional practices</p>	<p>Fidelity to the intervention block will increase opportunities to address students’ reading deficits and improve reading achievement.</p>
<p>INSTRUCTIONAL PROGRAM: READING One Reading Specialist, one Title I Reading Interventionist and one part-time ERIA provide literacy support for students in grades K-5.</p>	<p>During the 2016-2017 school year, Title I will provide funds for a Literacy Support Specialist. This will allow for a model that provides more instruction for our students in need of Tier 2 and Tier 3 support.</p>	<p>The reading team will be able to provide effective interventions to a greater number of students, thus increasing academic achievement in the area of Reading.</p>

<p>INSTRUCTIONAL PROGRAM: READING Captain John Smith Elementary school's leadership team (consisting of a select group of teachers) currently meets monthly to analyze data and monitor school goals.</p>	<p>During the 2016-2017 school year, Smith Elementary will establish a Literacy Team, inclusive of grade level representation, reading support staff, Family Engagement Specialists, and administrators. The team will meet monthly to review school and student reading data, assess instructional plans and interventions, identify professional learning needs and monitor school-wide literacy goals. This team will meet above and beyond the School Leadership Team meetings.</p>	<p>The proposed new practice will result in grade level representation and input into the decision making process for improving literacy school-wide. A school-wide focus on professional development, instructional planning, delivery, and parent involvement, will result in improved student achievement.</p>
<p>INSTRUCTIONAL PROGRAM: READING Currently, school based professional development is provided across grade levels, with little to no differentiation.</p>	<p>During the 2016-2017 school year, on-going professional development in the area of literacy best practices will be provided and sustained during the year through differentiated study groups, based on observations, teachers' opportunities for improvement and student data.</p>	<p>Targeted professional development based on the needs of select teachers will result in more effective classroom instruction and improved student achievement.</p>
<p>INSTRUCTIONAL PROGRAM: READING Currently, administrators observe teachers infrequently, providing feedback across a number of areas.</p>	<p>During the 2016-2017 school year, administrators will conduct frequent and regular observations, providing timely, evidence-based feedback on one or two important areas for growth in the area of language arts. Administrators will use specific walkthrough tools to record lesson delivery and student engagement. Administrators will meet with the teachers within two days to discuss the observation and provide next steps.</p>	<p>This will ensure teachers receive timely, quality feedback, which should translate to a change in literacy instructional practices and teacher growth.</p>

<p>INSTRUCTIONAL PROGRAM: READING Teachers receive instructional feedback and professional development from administrators and central office administrators.</p>	<p>During the 2016-2017 school year, Smith Elementary will build literacy expertise by engaging in coaching, peer observations, and creating opportunities for class visits to observe model literacy instruction.</p>	<p>Providing these opportunities will build literacy expertise across grade levels, collaborative professional development, and teacher efficacy.</p>
<p>INSTRUCTIONAL PROGRAM: READING Assessments are provided at the end of the week. When utilized, formative assessments are sporadic and usually involve an exit ticket.</p>	<p>During the 2016-2017 school year, professional development around the use of formative assessment during language arts will be revisited with a focus on the use of observations, conferencing, questioning, discussion, peer/self assessments, think, pair and share, kinesthetic and visual representations.</p>	<p>Knowledge of various forms of formative assessments will allow teachers to adjust literacy instruction and address student needs.</p>
<p>INSTRUCTIONAL PROGRAM: READING Currently progress monitoring of students in reading to make instructional decisions is sporadic.</p>	<p>During the 2016-2017 school year, teachers will be required to increase the frequency of administering running records to students receiving Tier2 and Tier 3 support. At least one running record per month will be administered, reviewed and stored in individual student binders.</p>	<p>This practice will allow teachers to analyze student growth over time and provide data to adjust instruction and intervention.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Fall Family Reading Night – November 2016	Parents and students will participate in games and activities gauged at enhancing literacy skills.
Spring Family Reading Night – March 2017	Parents and students will participate in games and activities gauged at enhancing literacy skills.
Mother/Father Read – January 2017	Books on various levels are presented to parents to promote and encourage reading at home.

Closing Rationale with Trajectory of Progress

For the past two years, Smith Elementary has shown improvement in the area of Language Arts. In addition, Smith has met all state accreditation benchmarks in mathematics, history, and science. Smith’s reading pass increased two-percentage points from last year. A comprehensive school learning plan has been developed with a laser focus on literacy, aimed at enhancing current practices in an effort to continue to improve student achievement.

As stated in the proposed practices, Hampton City School Division will continue to monitor and support the increased capacity for teaching and learning at Smith Elementary.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	74%	78%	82%	85%

**Virginia Department of Education
State/Federal Accountability Data
Captain John Smith Elementary
Grades: PK - 05
Hampton City**

Attachment M1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 75%	Gr 3-5: 82%	*59%	56%	73%	74%
Mathematics	87%	*79%	71%	68%	74%	77%
History and Social Sciences	*Gr 3: 85% *Gr 4-8: 87%	Gr 3: 91% Gr 4-8: 91%	86%	86%	94%	83%
Science	Gr 3: 83% Gr 5-8: 88%	Gr 3: 88% Gr 5-8: 88%	*71%	77%	71%	72%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

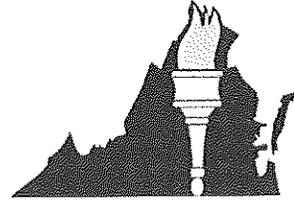
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	Title I - School Wide Program
2014-2015	2013-2014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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	76%	83%	*63%	57%	72%	76%
English: Writing	82%	88%	54%	56%	N/A	N/A
History and Social Sciences	*87%	91%	88%	88%	94%	86%
Mathematics	89%	*61%	66%	68%	74%	79%
Science	87%	88%	*73%	79%	71%	75%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

Division: Hampton City Schools

School: John Tyler Elementary

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Hampton School Board that John Tyler Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Martha Mugler _____ Typed School Board Chair Name

Martha M. Mugler _____ School Board Chair Signature

July 18, 2016 _____ Date

Division: Hampton City Schools

School: John Tyler Elementary

School Information/Demographics

Division: Hampton City Schools		Free/Reduced Lunch Eligible Percentage 67%		
School: John Tyler Elementary		Title I Model-School-Wide		
	Grade Level	Enrollment	English Language Learners	Special Education
	K	68	0	10
	1 st	79	0	7
	2 nd	78	1	9
	3 rd	74	0	8
	4 th	63	0	6
	5 th	56	1	11
	Total	418	2	51

Division: Hampton City Schools

School: John Tyler Elementary

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	62%	61%	65%	66%
Mathematics	81%	64%	66%	77%
Science	78%	68%	56%	81%
History	92%	84%	92%	91%
Graduation and Completion Index (if applicable)				

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English-3 rd grade; EOC English				
English-3 rd grade	75%	49%	51%	55%
English-4 th grade	55%	58%	65%	55%
English-5 th grade	67%	75%	78%	88%
Math-3 rd grade	65%	54%	29%	73%
Math-4 th grade	81%	79%	85%	74%
Math-5 th grade	87%	70%	79%	86%
History-3 rd grade	86%	74%		
History-5 th grade	95%	89%	96%	91%
Science-3 rd grade	89%	83%		
Science-5 th grade	73%	65%	61%	81%
Graduation and Completion Index (if applicable)				

Division: Hampton City Schools

School: John Tyler Elementary

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	3	0	0	0	0	3
1st	4	2	2	1	1	0
2nd	4	1	1	0	3	0
3rd	4	0	2	2	0	0
4th	4	3	2	2	0	0
5th	3	2	0	0	2	0
Special Education	4	1	1	0	3	0
Reading Interventionist	1					1
Literacy Support Specialist	1				1	
Math Interventionist	2				2	
Total	30	9	10	5	11	4

There were no extenuating circumstances and/or pertinent challenges that impacted staffing at Tyler Elementary School during the 15-16 SY.

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	2	11	
Number and percent of Exemplary teachers returning in 2016-2017	2	11	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	16	84	
Number and percent of Proficient teachers returning in 2016-2017	17	58	
Number and percent of Proficient teachers leaving in 2016-2017	5	26	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	1	5	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	1	5	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	28	93	
Number and percent of provisionally licensed teachers in 2016-2017	2	7	
Number and percent of new teachers to the school in 2016-2017	7	23	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	BS in Interdisciplinary Studies; Endorsement in Early Childhood Ed Prek-4; MA in Urban Education; Endorsement in Administration Prek-12		
Total years of educational experience	20		
Total years as an Assistant Principal	7		
Total years as a Principal	4		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	2	0	2	0	0
*Sought/Obtained An Educational Position Outside the Division	0	0	0	0	0
*Sought/Obtained A Non-Educational Position Outside the Division	0	0	0	0	0
Advanced in Profession	0	0	0	0	0
Left Solely for Higher Pay	0	0	0	0	0
Personal Reasons (family, health, education)	2	0	2	0	0
Left During the School Year	0	0	0	0	0
Retired from Profession	0	0	1	0	0
Left Profession/Field	0	0	0	0	0
Resigned In Lieu of Dismissal/Termination	0	0	0	0	0
Dismissed/Non-Renewed	0	0	0	0	0
Other Reasons Not Identified Above	0	0	0	0	1

*non-duplicate

Reconstitution Information

Reflecting on Tyler’s Reading performance over the past three years, the following variables contributed to the school’s inability to meet full accreditation: Collaborative Learning Teams lacked consistent focus, the process of unpacking academic standards, and creating lessons gauged at addressing significant student deficiencies presented challenges, there was inconsistent use of research-based instructional strategies, and staff experienced difficulty differentiating literacy instruction. The above-mentioned areas will drive the school’s improvement plan during the 2016-2017 school year.

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: Reading The format for CLT meetings during the 15-16 SY was restructured to allow teachers the opportunity to meet twice a month for 80 minutes. Formal and informal assessment results were discussed during CLT meetings. Teachers developed intervention plans based on student instructional needs and teacher instructional strengths.</p>	<p>During the 2016-2017 school year, expectations and roles for staff members will be redefined. Faculty will continue training on unpacking standards and effective data disaggregation in an effort to promote instructional alignment in both content and cognitive levels. CLT agendas will focus on unpacking standards, lesson alignment and instructional delivery, based on data. Aggressive progress monitoring will be implemented.</p>	<p>Increase in teachers’ level of comfort and ability to unpack standards of learning for use in planning for and delivery of instruction.</p> <p>Increase in the frequency of lessons that are aligned at both the content and cognitive levels of the standard as a result of more focused and collaborative CLT meetings.</p> <p>Instructional staff will be able to adjust instruction in a timely manner based on student-identified needs.</p>
<p>INSTRUCTIONAL PROGRAM: Reading A 30-minute daily intervention block is built into the school’s master schedule but is not consistently utilized and lacks a strong instructional focus.</p>	<p>During the 2016-2017 school year, the intervention block will be revised to address the literacy needs of students based primarily on data. Lesson plans will be required and reviewed by administrators. Observations of intervention blocks will be conducted by administrators to ensure teachers and adhering to the required block of time and to provide regarding instructional practices.</p>	<p>Fidelity to the intervention block will increase opportunities to address students’ reading deficits and improve reading achievement.</p>
<p>INSTRUCTIONAL PROGRAM: Reading One Reading Specialist, one Title I Reading Interventionist</p>	<p>During the 2016-2017 school year, Title I will provide funds for a Literacy Support Specialist. This will allow for a</p>	<p>The reading team will be able to provide effective interventions to a greater number of students, thus</p>

<p>and one part-time ERIA (Early Reading Intervention Assistant) provide literacy support for students in grades K-5.</p>	<p>model that provides more instruction for students in need of Tier 2 and Tier 3 support.</p>	<p>increasing academic achievement in the area of Reading.</p>
<p>INSTRUCTIONAL PROGRAM: Reading Tyler Elementary school's leadership team (consisting of a select group of teachers) currently meets monthly to analyze data and monitor school goals.</p>	<p>During the 2016-2017 school year, Tyler Elementary will establish a Literacy Team, inclusive of grade level representation, reading support staff, the Family Engagement Specialists, and administrators. The team will meet monthly to review school and student reading data, assess instructional plans and interventions, identify professional learning needs and monitor school-wide literacy goals.</p>	<p>The proposed new practice will result in grade level representation and input into the decision making process for improving literacy school-wide. A school-wide focus on professional development, instructional planning, delivery, and parent involvement, will result in improved student achievement.</p>
<p>INSTRUCTIONAL PROGRAM: Reading Currently, school based professional development is provided across all grade levels, with little to no differentiation.</p>	<p>During the 2016-2017 school year, on-going professional development in the area of literacy best practices will be provided and sustained during the year through differentiated study groups, based on observations, teachers' opportunities for improvement and student data.</p>	<p>Targeted professional development based on the needs of select teachers will result in more effective classroom instruction and improved student achievement.</p>
<p>INSTRUCTIONAL PROGRAM: Reading Currently, administrators observe teachers infrequently, providing feedback across a number of domains.</p>	<p>During the 2016-2017 school year, administrators will conduct more frequent and regular observations of reading instruction,(at least twice per month) providing timely, evidence-based feedback on one or two important areas for growth in the area of language arts.</p>	<p>This practice will ensure teachers receive timely, quality feedback, which will translate to a change in literacy instructional practices and teacher growth.</p>
<p>INSTRUCTIONAL PROGRAM: Reading Teachers receive instructional feedback and professional development from administrators and central office administrators.</p>	<p>During the 2016-2017 school year, Tyler Elementary will build literacy expertise by engaging in coaching, peer observations, and creating opportunities for class visits to observe model literacy</p>	<p>This practice will build literacy expertise across all grade levels, allow for collaborative professional development, and build collective teacher efficacy.</p>

	instruction.	
<p>INSTRUCTIONAL PROGRAM: Reading Assessments are administered at the end of the week. When utilized, formative assessments are sporadic and usually involve an exit ticket.</p>	<p>During the 2016-2017 school year, professional development around the frequent use of formative assessment during language arts will be revisited with a focus on the use of observations, conferencing, questioning, discussion, peer/self assessments, think-pair-share, kinesthetic and visual representations. Administrators will capture the quality and frequency of formative assessments used during observations.</p>	<p>Knowledge of various forms of formative assessment strategies will allow teachers to adjust literacy instruction and address student needs.</p>
<p>INSTRUCTIONAL PROGRAM: Reading Tyler staff currently monitor and document student progress in reading via the RTI database and using data to drive instructional decisions has been an inconsistent practice at all grade levels.</p>	<p>During the 2016-2017 school year, teachers will be required to increase the frequency of administering running records to students receiving Tier 2 and Tier 3 support. At least one running record per month will be administered, reviewed and stored in individual student binders.</p> <p>Administration will meet with grade levels on a bi-weekly basis and the Reading Instructional support staff on a monthly basis. Data will be tracked using HCS's RTI database as well as teacher maintained data binders.</p>	<p>This will allow teachers to analyze student growth over time and provide data to adjust instruction and intervention. It will further strategically drive differentiation-planning efforts for intervention/enrichment activities.</p>
<p>INSTRUCTIONAL PROGRAM: Reading Inconsistent knowledge of Benchmark Literacy, Word Study and the stages of reading in conjunction with the activities to support each stage of readers. The HCS Language Arts model is not consistently followed and reinforced throughout all grade levels.</p>	<p>The assigned Language Arts Instructional Coach, and members of the HCS Language Arts Department, will provide professional learning on Benchmark Literacy and the stages of reading. Tyler's Literacy team will facilitate ongoing Professional Development on the implementation of the HCS Language Arts instructional</p>	<p>Staff will improve their knowledge of the stages of reading. Adhering to the consistent use of the Benchmark Literacy Series and HCS's Language Arts model structure will increase meaningful learning experiences provided to students in reading.</p>

	block with fidelity.	
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Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Waned Area(s)
Family Game Night (Reading Night)- 1 Every Quarter (4 total)	Families are invited to attend an evening where they will learn strategies for working with their children at home on identified skills and then enjoy a fun family event and dinner.
SOL Bootcamp November, 2016	Parents of students in grades 3-5 receiving Tier 2 or Tier 3 support will be invited to a meeting where resources and strategies will be shared by the Literacy Team

Closing Rationale with Trajectory of Progress

Based on the SOL data presented in this application, John Tyler has exhibited consistent growth in English and Social Studies over the last two years and significant achievement gains in Math and Science. John Tyler School anticipates continuing gains as indicated by the trajectory.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	66%	72%	76%	80%
Math	77%	82%	88%	90%
Science	80%	85%	90%	95%
History	91%	95%	98%	100%

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

Attachment M1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 75%	Gr 3-5: 76%	*62%	61%	65%	66%
Mathematics	87%	*77%	81%	64%	70%	77%
History and Social Sciences	*Gr 3: 75% *Gr 4-8: 91%	Gr 3: 75% Gr 4-8: 86%	92%	84%	92%	91%
Science	Gr 3: 76% Gr 5-8: 73%	Gr 3: 73% Gr 5-8: 78%	*78%	72%	70%	81%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

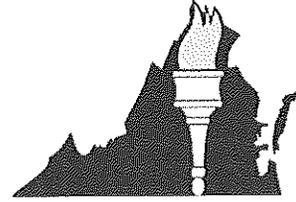
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	Title I - School Wide Program
2014-2015	2013-2014	Improvement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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	73%	76%	*65%	59%	64%	65%
English: Writing	85%	77%	54%	69%	N/A	N/A
History and Social Sciences	*84%	83%	92%	86%	96%	91%
Mathematics	88%	*56%	78%	66%	66%	77%
Science	76%	74%	*79%	71%	61%	81%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement Partially Accredited: Reconstituted School Application

Division: Hampton City Schools

School: C. Alton Lindsay Middle School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Hampton School Board that C. Alton Lindsay School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Martha M. Mugler _____ Typed School Board Chair Name

Martha M. Mugler _____

School Board Chair Signature

July 18, 2016 _____

Date

School Information/Demographics

Division – Hampton City Schools		Free/Reduced Lunch Eligible Percentage – 63.40%		
School – C. Alton Lindsay Middle School		Title I Model – School-wide Model		
Grade Level	Enrollment	Economically Disadvantaged Percentage (%)	English Language Learners	Special Education
6	171	60.82%	9	33
7	189	66.67%	13	28
8	222	62.61%	17	46
Total	582	63.40%	39	107

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	47	53	62	63
Mathematics	63	67	75	74
Science	47	57	68	59
History	65	66	86	69
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
ENGLISH				
Grade 6 Reading	55	47	57	67
Grade 7 Reading	62	59	70	80
Grade 8 Reading	32	53	64	59
Grade 8 Writing	41	53	47	51
MATH				
EOC Algebra I	95	91	97	98
EOC Geometry	62	90	100	94
Grade 6 Math CAT	61	53	71	66
Grade 7 Math CAT	16	48	52	73
Grade 8 Math CAT	61	71	75	69
Grade 6 Math VAAP				100
Grade 7 Math VAAP				33
Grade 8 Math VAAP				43
HISTORY				
Civics and Economics	70	77	87	71
MS History VAAP				67
SCIENCE				
Grade 8 Science	46	60	67	59
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
6/LA	3	1	1	0	2	0
6/Math	3	1	1	0	1	1
6/Science	2	0	0	0	1	1
6/SS	1	1	1	0	0	0
7/LA	4	2	2	0	2	0
7/Math	4	0	2	1	1	0
7/SS	1	0	0	1	0	0
8/LA	3	0	1	0	2	0
8/Math	4	0	0	2	1	1
8/Science	2	0	0	0	1	1
8/SS	3	0	0	0	3	0
Special Education	6	1	1	3	0	2
Literacy Support Specialist	1	1	0	0	1	0
Supplemental Reading	1	0	0	0	1	0
Total	38	8	9	7	16	6

There were no extenuating circumstances and /or pertinent challenges that impacted staffing at C. Alton Lindsay Middle School during the 15-16 SY.

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	5	20	
Number and percent of Exemplary teachers returning in 2016-2017	5	20	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	13	52	
Number and percent of Proficient teachers returning in 2016-2017	10	40	
Number and percent of Proficient teachers leaving in 2016-2017	3	12	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	2	8	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	2	8	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	5	20	
Number and percent of Unacceptable teachers returning in 2016-2017	4	16	
Number and percent of Unacceptable teachers leaving in 2016-2017	1	4	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	46	90	
Number and percent of provisionally licensed teachers in 2016-2017	5	10	
Number and percent of new teachers to the school in 2016-2017	6	12	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	0
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	0
Principal Information/Instructional Background			
Degree area (s)	B.S. (Middle School Education; M.S.) (Special Education) EdS(Administration and Supervision)		
Total years of educational experience	12		
Total years as an Assistant Principal	3		
Total years as a Principal	5		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	3	0	0	0	0
*Sought/Obtained An Educational Position Outside the Division	3	0	0	0	0
*Sought/Obtained A Non-Educational Position Outside the Division	0	0	0	0	0
Advanced in Profession	0	0	0	0	0
Left Solely for Higher Pay	0	0	0	0	0
Personal Reasons (family, health, education)	0	0	0	0	1
Left During the School Year	0	0	0	0	0
Retired from Profession	0	0	0	1	0
Left Profession/Field	0	0	0	0	0
Resigned In Lieu of Dismissal/Termination	0	0	0	0	0
Dismissed/Non-Renewed	0	0	0	0	0
Other Reasons Not Identified Above (relocation)	0	0	0	1	0

*non-duplicate

Reconstitution Information

Mark all applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>STAFF: A principal with a strong math instructional background currently leads Lindsay.</p>	<p>During the 2016-2017 school year, a principal who has demonstrated strong instructional skills across content areas, as well as the ability to improve the academic achievement of struggling schools will lead Lindsay Middle School.</p>	<p>School-wide achievement as evidenced by Critical Skills and SOL Assessment data.</p>
<p>INSTRUCTIONAL PROGRAM: ELA- One Title I Language Arts Coach provided support to grades 6 – 8 teachers in the development of instructional strategies, leveled reading passages based on Lexile scores, and the creation of common assessments.</p>	<p>During the 2016-17 school year, Title I funds will be used to provide for a Literacy Support Specialist in lieu of a Coach. The Literacy Support Specialist will provide instructional assistance and support to select teachers. Additionally, these support personnel will work directly with students in need of Tier 2 or Tier 3 instruction.</p>	<p>The additional reading staff will enable the school to better meet the needs of a large number of students in need of Tier 2 or Tier 3 support in Language Arts.</p>
<p>INSTRUCTIONAL PROGRAM: ELA AND SCIENCE – Lindsay Middle School teachers are currently progress monitoring Language Arts performance using the RTI Running Record and the Everything File provided by the school division’s Research, Testing, and Evaluation Department. The RTI Running Record is generated by the administrative team based upon the D/F listing for each core class generated through Power School.</p>	<p>Data will be tracked using the division-developed RTI Database that will permit teachers and administrators to run reports in order to monitor the success of specific interventions along with student progress in ELA and Science. The database will also provide access to all assessment scores as well as provide the ability to designate students to a “watch list.”</p> <p>Progress monitoring will be conducted at the 4 1/2, 6, and 9-week mark using the RTI Database for teachers to enter interventions for all students – especially those receiving Tier 2 and Tier 3 support.</p>	<p>Progress monitoring will allow teachers to more comprehensively monitor students’ progress for needed instructional changes. In addition, consistently monitoring the progress of students identified to receive targeted Tier 2 and Tier 3 support will provide information about the success of interventions as well as drive planning efforts for remediation and intervention.</p>

<p>INSTRUCTIONAL PROGRAM: ELA– The support provided by the HCS Language Arts Department previously focused on professional learning needs and opportunities at the division level.</p>	<p>During the 2016-17 SY, the Language Arts Department will conduct walkthroughs and observations during the ELA block and meet immediately afterward with the administrative team to debrief about next steps. The Literacy Support Specialist will also join the administrative team and district leaders for these walkthroughs/observations.</p>	<p>Follow-up feedback provided by the Language Arts Department will ensure fidelity to the HCS Instructional Model, as well as provide coaching points to utilize with staff during instructional meetings and post-observation conferencing with administration. Feedback will be notated as action steps and next steps within the LMS School Learning/Improvement Plan.</p>
<p>INSTRUCTIONAL PROGRAM: ELA After School Tutoring and Saturday School provided opportunities for remediation for students in need of Tier 2 and Tier 3 support.</p>	<p>During the 2016-17 SY, students in need of Tier 2 and Tier 3 support will be identified and tiered in the RTI Database. Parents of these students will be contacted during the month of August to gain commitment to have students attend these two support programs. After School Tutoring will begin in late September, and Saturday School will begin at the start of the second semester.</p>	<p>The result of these extended learning programs will be a marked decrease in the number of students in need of Tier 2 and Tier 3 support resulting in an increase student achievement.</p>
<p>INSTRUCTIONAL PROGRAM: ELA Utilization of Edgenuity/SOL Virtual Tutor during SOL review.</p>	<p>During the 2016-17SY, all Language Arts teachers will embed Edgenuity My path and SOL Virtual Tutor into the schoolwide RTI process during the 90-minute instructional block at least two times per week. The administrative team and HCS Information Technology will map out learning modules that will be used during instruction for SOL Remediation, After School Tutoring, and Saturday School.</p>	<p>The impact of this practice will improve instructional delivery and increase student engagement during intervention and improve student-learning outcomes.</p>
<p>INSTRUCTIONAL PROGRAM: ELA AND SCIENCE – The Lindsay Middle School Administrative Team, along with district level directors, conducted walkthroughs and observations as well as provided “glows” and “grows” for ELA and Science instructional staff to improve both their instructional methodology and lead to the increase in overall student performance.</p>	<p>The Lindsay Middle School Administrative Team will continue to conduct walkthroughs and observations. An Instructional Walkthrough and Observation spreadsheet has been created for the Administrative Team to utilize to ensure that walkthroughs, observations, and evaluations are completed at the appropriate time and as per the HCS Teacher Performance Evaluation Handbook. Informal</p>	<p>Through the use of the <i>Student Indicators of Engagement</i>, administrators and instructional leadership will be able to measure and to monitor the use of student engagement indicators within the classroom with the goal to increase the use of these high-yield indicators to impact the engagement of students, thereby increasing the amount of time on task and learning taking place in the classroom in order to maximize instructional time.</p>

	<p>walkthroughs will be conducted using onlineobservationtools.com and the <i>Student Indicators of Engagement</i>. Inter-rater reliability walkthroughs have also been scheduled as a part of the LMS RTI Plan 16/17 with Instructional Leaders of each content area warned to provide additional feedback to teachers and to build instructional capacity.</p>	
<p>INSTRUCTIONAL PROGRAM: SCIENCE – H.E.L.P. Middle School Institute Job-Embedded Days with CBBF, Physical Science and one Life Science teacher participated in the professional development provided by the school division.</p>	<p>The HCS Science Department will provide professional learning and hands-on experiences for all Science teachers to incorporate into their lesson planning. This will be based on SDBQ reporting to have a targeted focus on areas of weakness demonstrated by students’ performance data.</p>	<p>The implementation of the strategies gleaned from the professional learning series provided by the HCS Science Department will result in improved teacher performance and student learning outcomes.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
School-wide Literacy 1636 Campaign [September 2016 – May 2017]	Program will promote reading for all students by modeling positive literacy practices and daily reading activities.
Reading Family Fun Nights (Ongoing quarterly for the 2016-17SY)	Program will promote activities to ensure students read with their families at home to increase literacy, fluency, and comprehension.
Spring SOL Carnival [May 2017]	Program implemented, along with community partnerships, to provide hands-on learning experiences for each SOL content area.
Language Arts and Science resources available for parents to checkout from the Parent Resource Center. [September 2016 – June 2017]	Family Engagement Specialist provides resources curated based on SDBQ areas of weakness for parents to utilize at home to study and to review with their children.

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	63	75	78	81
Math	74	79	84	87
Science	59	70	78	83
History	69	75	81	85

For the last four years, C. Alton Lindsay has devoted all work to four commitments: moving our students forward, taking them from where they are, designing quality curriculum-instruction-assessment feedback, and creating meaningful formative/summative assessments. Each year, the staff and administration at Lindsay have committed to assessing the needs of the school and working toward improving those needs through the maintenance of a School Improvement/Learning Plan.

As previously mentioned in the staff section of this application, Lindsay has experienced low turnover, even though a significant enrollment and population is economically disadvantaged. The culture and climate of C. Alton Lindsay Middle School is positive and productive.

In conjunction with the work and initiatives referenced throughout this application, C. Alton Lindsay Middle School will continue to assess the school’s needs, refine instructional practices, align instruction and assessments to essential skills, and to actively engage students in learning experiences, thus leading to meeting benchmark expectations as projected above.

**Virginia Department of Education
State/Federal Accountability Data
C. Alton Lindsay Middle
Grades: 06 - 08
Hampton City**

Attachment M1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 77%	Gr 6-8: 77%	*47%	53%	62%	63%
Mathematics	77%	*73%	63%	67%	75%	74%
History and Social Sciences	*Gr 4-8: 75%	Gr 4-8: 75%	65%	66%	86%	70%
Science	Gr 5-8: 87%	Gr 5-8: 91%	*75%	57%	68%	57%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

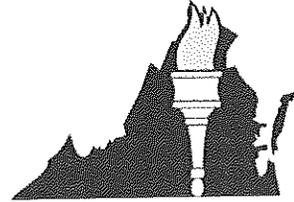
Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	78%	77%	*50%	53%	64%	68%
English: Writing	75%	75%	41%	53%	47%	51%
History and Social Sciences	*77%	68%	66%	68%	87%	71%
Mathematics	80%	*60%	61%	67%	74%	75%
Science	89%	91%	*46%	60%	67%	59%

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



VIRGINIA DEPARTMENT OF EDUCATION

Office of School Improvement

Partially Accredited: Reconstituted School Application

Division: Hampton City Schools

School: Jefferson Davis Middle School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Hampton School Board that Jefferson Davis Middle School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Martha Mugler _____ Typed School Board Chair Name

Martha M. Mugler _____ School Board Chair Signature

July 18, 2016 _____ Date

Division: Hampton City

School: Jefferson Davis Middle School

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage	
Hampton City Schools		42%	
School		Title I Model	
Jefferson Davis Middle School		Targeted Assistance	
Grade Level	Enrollment	English Language Learners	Special Education
6	199	1	29
7	193	1	28
8	204	2	35
Total	596	4	92

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	58%	55%	63%	66%
Mathematics	61%	68%	71%	70%
Science	83%	70%	77%	65%
History	70%	59%	64%	76%
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English-3 rd grade; EOC English				
Reading - Gr. 6	59%	54%	65%	63%

Division: Hampton City

School: Jefferson Davis Middle School

Reading - Gr. 7	59%	57%	68%	80%
Reading - Gr. 8	59%	55%	62%	61%
Writing - Gr. 8	59%	55%	56%	57%
EOC Algebra	89%	98%	94%	94%
EOC Geometry	94%	97%	100%	93%
Math - Gr. 6	58%	60%	73%	66%
Math - Gr. 7	14%	19%	22%	46%
Math - Gr. 8	57%	70%	68%	67%
Civics & Econ.	83%	76%	79%	77%
Science - Gr. 8	71%	63%	66%	67%
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Staff Information

Changes in Staff Over the Past Three Years: Prior to July 2014, there was a large turnover in instructional staff due to the opening of two new schools. In July 2014, a new principal and assistant principal joined the Jefferson Davis Middle School Staff.

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
6/LA	3	1	1	0	1	1
6/Math	3	1	1	0	0	2
6/Science	1.5	0	0	1	.5	0
6/SS	1.5	0	0	0	.5	1
7/LA	3	1	3	0	0	0
7/Math	3	0	1	1	0	1
7/Science	1.5	.5	1	.5	0	0
7/SS	1.5	0	1	.5	0	0
8/LA	3	2		0	1	0
8/Math	3	0	1	1	0	1
8/Science	1.5	.5	0	0	1	0

Division: Hampton City

School: Jefferson Davis Middle School

8/SS	1.5	0	0	.5	1	0
Special Education	7	2	3	2	0	2
Total	34	6	12	6.5	5	8

Teacher Performance/Licensure/Mobility Data

Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	6	23	
Number and percent of Exemplary teachers returning in 2016-2017	5	19	
Number and percent of Exemplary teachers leaving in 2016-2017	1	4	
Number and percent of teachers scoring Proficient in 2015-2016	19	70	
Number and percent of Proficient teachers returning in 2016-2017	17	63	
Number and percent of Proficient teachers leaving in 2016-2017	2	7	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	2	7	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	34	81	

Division: Hampton City

School: Jefferson Davis Middle School

Number and percent of provisionally licensed teachers in 2016-2017	8	19	
Number and percent of new teachers to the school in 2016-2017	3	7	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	0
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	0
Principal Information/Instructional Background			
Degree area (s)	Educational Leadership		
Total years of educational experience	27		
Total years as an Assistant Principal	7		
Total years as a Principal	2		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best-reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	2	1	0	0	0
*Sought/Obtained An Educational Position Outside the Division	0	0	0	0	0
*Sought/Obtained A Non-Educational Position Outside the Division	0	0	0	0	0
Advanced in Profession	0	0	0	0	0
Left Solely for Higher Pay	0	0	1	0	0
Personal Reasons (family, health, education)	1	0	0	0	0
Left During the School Year	0	0	0	0	0
Retired from Profession	1	0	0	0	0
Left Profession/Field	0	0	0	0	0
Resigned In Lieu of Dismissal/Termination	0	0	0	0	0
Dismissed/Non-Renewed	0	0	0	0	0
Other Reasons Not Identified Above	1	0	1	0	0

*non-duplicate

Reconstitution Information

Despite the challenges in science and language arts over the past three years, the pass rates have increased. Each year every department reviews the strategies that were effect and research areas to implement in delivery and instructional methods based on SOL related data. Both the science and the language arts departments have integrated more technology into the classroom, which has assisted in the engagement and supplemental supports to the curriculum. New lesson plan templates were implemented in science and language arts that incorporated unpacked Standards of Learning that determine cognitive levels utilizing Bloom’s Taxonomy. Collaborative learning teams were effectively established to ensure lesson planning and common assessments amongst each grade level. At the end of each quarter, assessment data was reviewed and strategies were developed to address the needs of students. Bi-weekly leadership team meetings and monthly content area meetings were conducted to ensure active faculty participation and staff development.

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PRACTICE: Science</p> <p>There have been some inconsistencies in staffing with the 8th grade Science department. For 3 years, the 8th grade science department has experienced turnover and a number of new inexperienced staff.</p>	<p>The proposed new practice is to hire and retain a qualified 8th grade Science teacher. This teacher will assist in the collaboration, implementation of new curriculum and related assessments as set by the Hampton City School Science Department, and promoting student achievement in conjunction with the current 8th grade teacher.</p>	<p>The expected outcome is that the Science Department will have substantial growth within the department through consistent monitoring of student achievement. The 8th grade science teachers will be able to better meet the needs of all the students with consistent support, collaboration, and intervention strategies to ensure student success.</p>
<p>INSTRUCTIONAL PRACTICE: Science</p> <p>During the middle of 3rd & 4th quarter, 8th grade science intervention model included 6th & 7th grade essential skills and knowledge per the SOL blueprint. The 8th grade Science teacher along with a hired tutor conducted small group remediation during elective time and after school for identified 8th grade students who needed intervention based on their CSA scores. In addition, Gizmos & district Nearpod assessments were implemented by 8th grade to provided constant review of</p>	<p>The proposed new instructional practice will include embedding 6th & 7th grade content into the 8th grade curriculum (as revision of the pacing guide and lab manuals via the Science department throughout Hampton City Schools) and integrating literacy to build rigor. A new intervention model will take place using the 5th grade SOL score as a predictor for students who will need remediation. Students will be placed in remediation classes at the beginning of the year for Science during elective time and the after school Science Club. This intervention model will include</p>	<p>The impact of the proposed new practice will improve cross-curricular instruction, improve instructional delivery and performance from staff, and increase student achievement in Science and Language Arts.</p>

<p>essential skills.</p>	<p>small group remediation & enrichment for students in need of Tier 2 or Tier 3 support based on SOL data or quarterly district content assessments. The entire science department will promote scientific inquiry through hands-on learning through a district wide required lab manual and problem based learning while maintaining the integration of technology.</p>	
<p>INSTRUCTIONAL PRACTICE: Language Arts (Writing)</p> <p>Previously, students' major writing assignments/essays (using released SOL prompts) were reviewed and scored by classroom teachers, using a Hampton City Schools approved rubric, providing students with feedback. Teachers and students also utilized Write To Learn to assist with creation, submission, editing, and revising of writing and samples.</p>	<p>The proposed new practice will continue the use of the rubric, adding the use of https://www.noredink.com/, an online writing comprehension program that will serve as a supplemental tool to support writing instruction directly related to grammar. Students will have access to this tool beginning September 2016 and throughout the 2016/2017 school year.</p>	<p>The impact of the new proposed practice will improve the quality of student understanding with grammar, which will assist them in improving their writing. Students will improve their ability to write meaningful text that adheres to correct grammar usage, editing, and revision.</p>
<p>INSTRUCTIONAL PRACTICE: Language Arts (Reading)</p> <p>The School Leadership team (admin and Instructional Leaders) meets bi-monthly to discuss expectations and upcoming events while the various departments and grade levels meet monthly.</p>	<p>In an effort to increase teacher knowledge and student achievement, members of the Literacy Team will facilitate monthly Professional Development. The purpose of these meetings is to share information, resources, and strategies with the LA and Special Education teachers (and, at times, all staff).</p>	<p>The impact of the proposed new practice will be improved instructional planning, cross-curricular instructional delivery (including varied activities), and student achievement in the areas of language arts, math, science, and social studies.</p>
<p>INSTRUCTIONAL PRACTICE: Language Arts (Reading)</p>	<p>In an effort to foster literacy, and create and engage more student readers, staff will utilize our recently procured leveled book</p>	<p>The expected outcome will be that students are encouraged to become more engaging readers, thus positively impacting and</p>

<p>No existing practice. Leveled Book Room is a new resource being provided, during the 2016/2017 SY.</p>	<p>room. Members of the Literacy Team and the Language Arts teachers will receive training in August 2016.</p>	<p>improving SRI (lexile scores and band movement).</p>
<p>INSTRUCTIONAL PRACTICE: Language Arts (Reading)</p> <p>During the 2015/2016 school year, our Literacy Coach would meet with and create various resources for Language Arts teachers.</p>	<p>The proposed new practice will provide teachers with adequate materials, the recently hired building based Literacy Support Specialist will meet in scheduled Collaborative Learning Team (CLT) meetings to assist with planning and provide teachers with access to readily available resources.</p>	<p>The impact of the proposed new practice will improve instructional planning and instructional delivery (including varied activities), along with student achievement in the area of language arts.</p>

Family Engagement

For the 2016-2017 school year, Davis Middle School was granted the position of a Family Engagement Specialist. This person will be designated to work within our school, assisting us in connecting with our families to establish positive and productive relationships, helping our students grow socially and academically. The Family Engagement Specialist will serve as an additional communication resource between home and school, welcoming and familiarizing families to the school making them aware of the school’s mission, vision, culture, policies, and practices. The specialist will foster a working relationship between families, students, and the school while upholding the school’s cultural diversity, promoting unity, cohesiveness, and cooperation among all families through community and school related events.

Closing Rationale with Trajectory of Progress

Jefferson Davis Middle School should be considered for Conditional Accreditation because the school has a focused plan to improve the English and Science pass rates by 8% or more during the 2016-2017 school year. English and science projected achievement scores will be targeted for the next three years as noted in the chart below. During 2016-2017 school year, several new instructional practices and initiatives will be implemented at Jefferson Davis Middle School, such as restructuring our school leadership team to include an additional assistant principal, a family engagement specialist, a literacy specialist, and other school-wide initiatives such as attendance protocols, new implementation of PBIS, and support from the District’s Language Arts and Science Department. Additionally, a newly implemented quarterly reading and science intervention model will be embedded into Jefferson Davis’ intervention calendar to include remediation classes during elective time, as well as the after school 21st Century based tutoring program. The district wide revamped 8th grade science curriculum is also being implemented during the 2016-2017 school year, to include 6th and 7th grade review strands for the purpose of spiraling back for review of the essential knowledge skills to ensure mastery of content. In Language Arts, the department will add the use of <https://www.noredink.com/>, an online writing program that will serve as a supplemental tool to support writing instruction directly related to grammar. In efforts to increase literacy, a newly purchased literacy room complete with multiple sets of leveled readers and novels across interdisciplinary content areas will support the reading scores at Jefferson Davis Middle School. The literacy program will include ongoing professional development and coaching sessions for language arts teachers. Jefferson Davis Middle School will have a laser-like focus on literacy and science to maximize success on the state assessments. Action steps will be written to address foundational literacy skills to be supported by the literacy specialist and targeted interventions supports will be put in place for all students. The Science Department will play an integral role in providing supports needed to develop mastery of content and a hands-on

approach that focuses on scientific inquiry and problem solving. Additionally, the Science Department will provide opportunities to build teacher’s capacity and support retention efforts.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	66	75	79	82
Science	65	70	75	80

**Virginia Department of Education
State/Federal Accountability Data
Jefferson Davis Middle
Grades: 06 - 08
Hampton City**

Attachment M1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 81%	Gr 6-8: 81%	*58%	55%	63%	66%
Mathematics	73%	*72%	61%	68%	71%	70%
History and Social Sciences	*Gr 4-8: 81%	Gr 4-8: 78%	83%	70%	77%	76%
Science	Gr 5-8: 90%	Gr 5-8: 88%	*70%	72%	64%	65%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

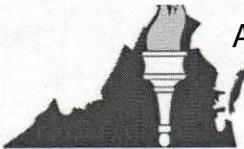
Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2016-2017	2015-2016	Improvement Plan Required	Title I - Targeted Assistance

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	81%	81%	*59%	56%	65%	68%
English: Writing	83%	83%	59%	55%	56%	57%
History and Social Sciences	*83%	79%	85%	71%	79%	77%
Mathematics	74%	*59%	59%	66%	70%	70%
Science	91%	89%	*71%	63%	66%	67%

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


 VIRGINIA DEPARTMENT OF EDUCATION

Office of School Improvement

*Partially Accredited: Reconstituted School Application*Division: Harrisonburg City Public SchoolsSchool: Thomas Harrison Middle School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Harrisonburg City School Board that Thomas Harrison Middle School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Ms. Kerri Wilson Typed School Board Chair Name

 School Board Chair Signature

July 14, 2014 Date

School Information/Demographics: Fall membership

Harrisonburg City Schools		Free/Reduced Lunch Eligible Percentage: 67%		
Thomas Harrison Middle School				
Grade Level	Enrollment	English Language Learners (LEP)	Special Education	Economically Disadvantaged
5	193	100	18	140
6	230	69	27	150
7	191	44	18	121
8	239	63	26	162
Total	853	276	89	573

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	62%	62%	70%	72%
Mathematics	60%	71%	75%	77%
Science	67%	73%	77%	75%
History	77%	74%	90%	87%

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Grade 5 Reading	59%	62%	67%	71%
Grade 5 Mathematics	46%	66%	71%	72%
Grade 5 Science	59%	71%	75%	73%
Grade 6 Reading	61%	63%	73%	70%
Grade 6 Mathematics	69%	74%	81%	83%
Grade 7 Reading	54%	60%	71%	77%
Grade 7 Mathematics	38%	59%	65%	68%
Grade 8 Reading	57%	55%	62%	72%
Grade 8 Mathematics	32%	51%	57%	53%
Grade 8 Writing	57%	57%	62%	64%
Grade 8 Science	71%	71%	75%	77%
Grade 8 Civics	80%	74%	90%	87%
Algebra I	97%	100%	99%	99%
Geometry	100%	100%	100%	100%

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
5 th	9	1	1	3	2	3
6 th	9	0	3	2	2	2
7 th	8	1	1	1	2	4
8 th	12	0	2	3	6	1
5 th /6 th	3	0	1		2	
7 th /8 th	5	0	1	1	3	
Special Education	7	0	3	1	3	
Total	53	2	12	11	20	10

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	5/45	11%	
Number and percent of Exemplary teachers returning in 2016-2017	5/5	100%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	36/45	80%	
Number and percent of Proficient teachers returning in 2016-2017	34/36	94.4%	
Number and percent of Proficient teachers leaving in 2016-2017	2/36	5.6%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	3/45	6.7%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	2/3	66.7%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	1/3	33.3%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	74/79	93.7%	
Number and percent of provisionally licensed teachers in 2016-2017	1/79	1.3%	
Number and percent of new teachers to the school in 2016-2017	3/79	3.8%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	2	2.5%	Math 5 Math 8
Principal Information/Instructional Background			
Degree area (s)	MED Administration Supervision – Elementary Middle Secondary, BSED Math Ed General Science		
Total years of educational experience	38		
Total years as an Assistant Principal	6		
Total years as a Principal	21		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	2		2		
*Sought/Obtained An Educational Position Outside the Division				1	
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					
Left During the School Year	1				
Retired from Profession					
Left Profession/Field	1				
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

Division: Harrisonburg City
Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Governance: Teacher Full evaluation has been done on a three year cycle. An assistant principal has been designated as the administrator for Language Arts and conducted summative evaluations for those teachers on the cycle.</p>	<p>Governance: All Language Arts Teachers will have full evaluations with at least three formal observations. The building principal will also add oversight to Language Arts PLC's and observations. AARPE lookfors will be used to provide specific evidence based teacher feedback.</p>	<p>Governance: Additional feedback and support for teachers will lead to more focused and aligned instruction as measured by a sample of observation feedback reviewed regularly by the school improvement task force. The quality of teacher feedback will lead to 3-5% increase in student achievement in reading.</p>
<p>Governance: Oversight of progress is monitored by the Central Office through bi-monthly goals reviews.</p>	<p>Governance: A School Improvement Task Force consisting of the Principal, the Assistant Superintendent for Instruction, the district Language Arts Coordinator and the Math Coordinator, ESL Coordinator will meet bi-weekly to review formative assessment results, lesson plans, and teacher observation feedback information.</p>	<p>Governance: Students and teachers who are not meeting expected gains will receive timely feedback and targeted intervention. This will lead to 3-5% increase in reading SOL scores.</p>
<p>Instruction: Instructional support personnel have regularly attended PLC meetings and monitored watch list data.</p>	<p>Instruction: Instructional support personnel including the Language Arts Coordinator, Instructional Coach and Reading specialist will participate in grade level PLC's, and support planning, delivery and assessment of instruction.</p>	<p>Instruction: This level of oversight and coaching will result in teachers using more high yield instructional strategies targeted to student needs as evidenced through teacher observation.</p>
<p>Instruction: Two common formative assessments per marking period plus three Interactive Achievement benchmark assessments were given this year to monitor academic progress. iReady was used as a diagnostic three times for students previously scoring 420 or below on their grade level reading assessment.</p>	<p>Instruction: In addition to continuing with iReady and Interactive Achievement Benchmarks, common formative assessments will occur every two weeks. Using a backward design process, every common formative assessment will be reviewed by administrators and instructional coordinators prior to implementation.</p>	<p>Instruction: Greater frequency of common assessments will increase opportunities for more timely feedback, resulting in greater measurable gains throughout the year leading to a 3-5% increase on reading SOL scores.</p>

<p>Instruction: The division provides curriculum guides that includes unit pacing and curriculum framework information</p>	<p>Instruction: Curriculum guides will be rewritten to integrate reading and writing and to insure alignment of the SOL curriculum and assessment. Pacing will be restructured to insure students learn comprehension skills earlier in the sequence.</p>	<p>Instruction: This new pacing will increase alignment and students' capacity to practice comprehension skills throughout the year. This will increase lexile levels on the iReady diagnostic by at least 50 points and SOL pass rates from 3-5%.</p>
<p>Instruction: All students take a writing benchmark fall and spring that is domain scored. A mid-year writing prompt was optional.</p>	<p>Instruction: All teachers and students in the school will be trained on rubric scoring. Students will write in the context of all courses. Specific writing curricula will be integrated into the language arts block. All students will take three required writing prompts.</p>	<p>Instruction: This will increase writing opportunities for all students with feedback. We expect to see an 11 point gain on the Grade 8 Writing pass rate – moving from 64 to 75%.</p>
<p>Instruction: LEP students have been placed in appropriate coursework within the existing curriculum. Students take the WIDA ACCESS Test to monitor growth.</p>	<p>Instruction: LEP students will have targeted English Language development through level 5. Each LEP student level 4 and below will have an Individualized Education Plan that will include WIDA Can Do Descriptors.</p>	<p>Instruction: LEP student performance on all SOL tests will improve by 10%.</p>
<p>Instruction: SPED students are placed in the least restrictive environment and receive appropriate special education services.</p>	<p>Instruction: Under the guidance of School and Central Office Administrators, a SPED support group will monitor academic progress.</p>	<p>Instruction: SPED student performance on all SOL tests will improve by 10%.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Little Free Library – drop and exchange box outside THMS	Increase reading opportunity for students and parents resulting in a 3-5 point gain in reading SOL scores
Community Picnic - Reading is Fun Focus Fall 2016 and Spring 2017 – Scheduled at a community venue	Opportunity to engage with families celebrating reading activity increasing the amount of time students are reading out of school and a 3-5 point gain in reading SOL scores
PTO Arts Adventure – Poetry Slam – Artists in Residence after school program culminating in an event where students share their writing in a public performance	Celebrate student writing in a public venue increasing student confidence in writing skills and a 3-5 point gain in writing SOL scores
Principal’s Coffee – once every other month – Literacy topic to share with parents	Specific reading and writing strategies shared with parents as a basis for increased parent support of literacy skills at home and a 3-5 point gain in both writing and reading SOL scores
Book Challenge – Student goal setting for reading and responding to fiction from the best young readers list	Each student through their English class is encouraged to set a goal for the number of books they can read outside of school from the best young authors list resulting in a 3-5 point gain in reading SOL scores
Reading Log – parent signature + reflection	Increase parent awareness of reading activity and involvement in their child’s reading resulting in a 3-5 point gain in reading SOL scores
Expo Night – Spring 2017	Display of student work combined with our orientation programs to showcase student success and increase parent awareness resulting in a 3-5 point gain in both writing and reading SOL scores

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	70%	72%	77%	80%

Summary

Thomas Harrison Middle School is on a trajectory to full accreditation next year – it has improved English scores for Accreditation by 10 percentage points in the last two year. Supported by strong instructional leadership, there is a strong PLC culture of collaboration in the school and that work is central to the improvements that are being made and will be made. The school’s governance structure includes Effective School Correlate teams that contribute throughout the year to ongoing improvement efforts. The administrators and teachers in the building have a high level of efficacy and a belief that with this plan in place the goal will be achieved.

The components of this plan are strategically oriented to address specific areas we feel are needed for improvement. We also see the current efforts listed below as supporting the goal for full accreditation.

Current efforts

- Significant growth shown in all content areas
- School wide literacy focus with staff development on reading and writing across the curriculum “Read Write On”
- More frequent common assessments – progress monitoring –response to intervention
- Division resources focused on literacy support to the middle school
- Addition of a full time reading specialist
- Both part time instructional coaches have a literacy focus
- Restructure of 7th and 8th English classes
- Elimination of tracked course work in 5th and 6th grade Language Arts
- Staff development support in Language Arts and Differentiation of Instruction
- Addition of Differentiation Specialists

**Virginia Department of Education
State/Federal Accountability Data
Thomas Harrison Middle
Grades: 05 - 08
Harrisonburg City**

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 84% Gr 6-8: 88%	Gr 3-5: 87% Gr 6-8: 84%	*78%	62%	70%	72%
Mathematics	84%	*76%	60%	71%	75%	78%
History and Social Sciences	*Gr 4-8: 79%	Gr 4-8: 77%	77%	74%	90%	87%
Science	Gr 5-8: 90%	Gr 5-8: 90%	*82%	73%	77%	75%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

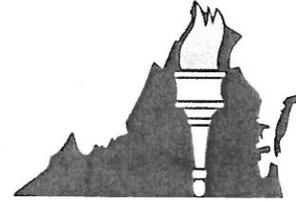
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	80%	79%	*58%	60%	68%	70%
English: Writing	86%	82%	63%	62%	62%	60%
History and Social Sciences	*77%	73%	74%	75%	90%	85%
Mathematics	79%	*56%	54%	68%	73%	73%
Science	87%	86%	*64%	71%	75%	72%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Henrico County Public Schools

School: Mehfoud Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

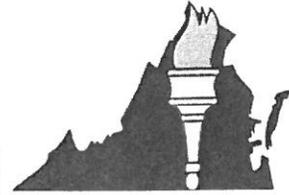
It is the request of Henrico County School Board that Mehfoud Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Michelle F. Ogburn Typed School Board Chair Name

Michelle F. Ogburn School Board Chair Signature

July 18, 2016 Date

VIRGINIA DEPARTMENT OF EDUCATION

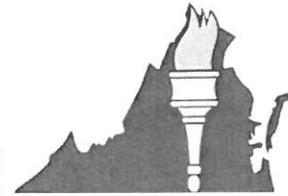


Office of School Improvement
Partially Accredited: Reconstituted School Application

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage	
Henrico		45.38%	
School		Title I Model	
Mehfoud ES		n/a	
Grade Level	Enrollment	English Language Learners	Special Education
K	125	0	16
1	116	2	12
2	108	1	16
Total	359	3	44

VIRGINIA DEPARTMENT OF EDUCATION



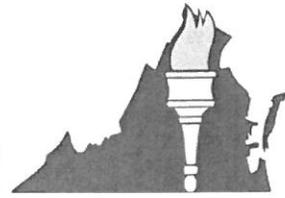
Office of School Improvement Partially Accredited: Reconstituted School Application

Accountability Pass Rates

Overall School Achievement Data (Varina Elementary 3-5)				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	58	67	67	68
Mathematics	62	65	70	72
Science	80	72	59*	81
History	82	84	77	74
Graduation and Completion Index (if applicable)				

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
3 Reading	57	75	64	65
4 Reading	57	57	72	64
5 Reading	63	66	60	74
5 Writing	56	61	n/a	n/a
VA Studies	81	77	77	74
3 History	83	91	n/a	n/a
3 Math	49	67	59	73

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement Partially Accredited: Reconstituted School Application

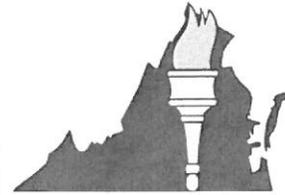
4 Math	58	64	75	66
5 Math	69	55	69	76
3 Science	77	80	n/a	n/a
5 Science	84	66	59	80
6 Math	100	n/a	n/a	n/a
Graduation and Completion Index (if applicable)				

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016-2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
Kdg.	6	0	1	1	2	2
1st	5	1	1	1	2	1
2nd	5	0	1	3	0	1
Special Education	5	2	1		3	1
Total	21	3	4	5	7	5

Mehfoud has a staff that is dedicated to creating relationships with the students in order to improve student achievement. We understand that safe connection and consistent routine is key to our students' academic success. Mehfoud's warm and nurturing environment has created a

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

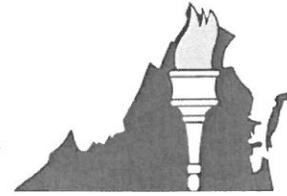
school culture which has allowed us to retain teachers. Historically, teachers have stayed at Mehfoud for their careers. In the last 5-7 years, those teachers have begun to retire and a turn-over has taken place. Now there is a balance of new teachers and experienced teachers which we have found to be beneficial. Our experienced teachers have made sure that the solid instructional strategies (small group differentiated reading and math, word study) have continued along with the “takes a village” school culture. The new teachers have brought in the increased technology and 21st century learning to their teams. The staff as a whole is committed to students meeting their learning targets. Being a K-2 school, one of our biggest goals is to have students reading on grade level by the end of 2nd grade. Considering over 40% of our incoming kindergarten students have no preschool experience the whole school works toward this goal. We feel that this is an important way we can help the students move on to Varina Elementary prepared for SOL testing.

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Teacher Performance and Mobility Information			
Number and percent of all teachers scoring Exemplary in 2015-2016	4	3%	

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Number and percent of Exemplary teachers returning in 2016-2017	3	2%	
Number and percent of Exemplary teachers leaving in 2016-2017	1	1%	
Number and percent of teachers scoring Proficient in 2015-2016	8	6%	
Number and percent of Proficient teachers returning in 2016-2017	7	5%	
Number and percent of Proficient teachers leaving in 2016-2017	1	1%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	1	.08%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	1	.08%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
	Number of All Teachers	Percent of All Teachers	Area of Teaching
Teacher Licensure Information			
Number and percent of teachers fully licensed in 2016-2017	21	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0	
Number and percent of new teachers to the school in 2016-2017	1	1%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	1	1%	Kindergarten Sept.-mid. Nov.
Principal Information/Instructional Background			

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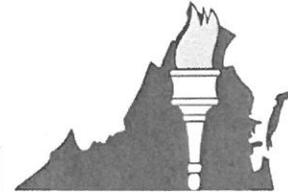
Degree area (s)	BS Education; Master Curriculum/Instruction Post-Masters Ed. Leadership/Supervision
Total years of educational experience	26
Total years as an Assistant Principal	1
Total years as a Principal	4

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Level		
		Exemplary	Proficient	D
*Sought/Obtained Another Position Within the Division				
*Sought/Obtained An Educational Position Outside the Division				
*Sought/Obtained A Non-Educational Position Outside the Division				
Advanced in Profession				
Left Solely for Higher Pay				
Personal Reasons (family, health, education)	1 (stay home with family)			
Left During the School Year				
Retired from Profession				

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Left Profession/Field			2 (self-contained autism teachers that needed a change)	
Resigned In Lieu of Dismissal/Termination				
Dismissed/Non-Renewed				
Other Reasons Not Identified Above				

*non-duplicate

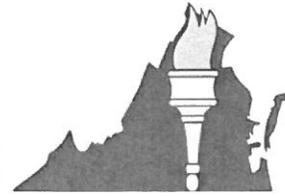
Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program: Reading 90 minute reading block (30 minutes whole group/60 minutes small group) 30 minute whole group focuses on a learning target (SOL skill) It's connected to a piece of student literature that is read throughout the week. The skill is modeled by the teacher, students do guided practice and then independent practice. Formative assessments are done each day (usually in small group) to check for student</p>	<p>We plan to expand the new program that we used in kindergarten this year since the students showed so much success. (This collaborative class started with our lowest mean score on PALS in the fall and yet had everyone meet the benchmark in the spring)</p> <p>A different format will be used to gather teacher reading data.</p>	<p>Earlier intervention and the sooner we have students reach the County reading goals the further we can move them forward so they are even stronger readers entering third grade. Measured by PALS data and Reading on Grade Level By Third grade spreadsheet.</p> <p>Following the data closely will increase fidelity of the implementation of the reading</p>

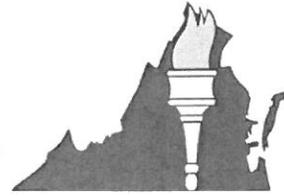
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<p>understanding. In first and second grade, Benchmark and higher students receive 20 minutes of small group with the teacher each day and 40 minutes at literacy stations (word work, read to self, read to a buddy, and writing) Strategic students receive 20 minutes of small group instruction with the teacher and 20 minutes of small group instruction with an interventionist. Then they do 20 minutes in a literacy station. Intensive students receive 20 minutes of small group reading instruction from the teacher, 20 minutes of small group instruction from the interventionist and 20 minutes from the exceptional education teacher. Kindergarten students Benchmark and higher students receive 20 minutes of small group with the teacher each day and 40 minutes at literacy stations (word work, read to self, read to a buddy, and writing) Strategic and intensive students receive 20 minutes of small group instruction with the teacher and 20 minutes of small group instruction with an interventionist. Then they do 20 minutes in a literacy station. In the collaborative class we tried</p>	<p>It will be housed on a Google Doc. We will be able to track student progress and have teacher accountability for running records and student growth. (PALS, benchmarks, reading levels (F&P-running records))</p>	<p>strategies. It will also help us monitor the student reading levels and making sure they are moving through each level. This focus on the timely movement through reading levels will make sure the students reach the level of County expectation on the rubric. Measured by Fountas and Pinnell benchmark testing and County expectations for on grade level performance.</p>
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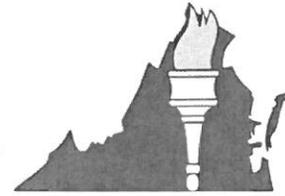
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<p>a new program this year, the entire class rotates between the teacher, the exceptional ed. teacher/aide and the interventionist (Resource teacher). They receive 20 minutes of small group from each. This is very specifically planned and encompasses phonetic skills (decoding), fluency/comprehension, and writing. All students met the PALS benchmark and the reading rubric goals for the County. F&P Level D or above We will continue to use this format as it has worked for us and has improved 2nd grade reading scores.</p> <p>Data for reading on grade level by 3rd grade.</p> <p>13-14: 94% of our rising 3rd graders were on the 3rd grade level</p> <p>HATS reading 78% pass rate</p> <p>14-15: 92% of our rising 3rd graders were on the 3rd grade level</p> <p>HATS reading 88% pass rate</p> <p>15-16- Not available at this time</p> <p>HATS reading: 86% pass rate</p>		
<p>Instructional Programing- Reading</p>	<p>Students in 2nd grade will practice with IA on the computer. They will take the 3rd</p>	<p>By taking the IA tests on the computer, students will have practice prior to 3rd grade with</p>

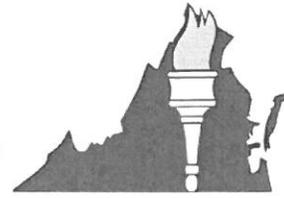
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<p>Interactive Achievement tests are used as quarterly benchmark testing in 2nd grade. Teachers in 2nd grade also use Interactive Achievement questions to create mini quizzes between the benchmarks to use as assessments. They also do “think alouds” with the question stems to help students understand how to take the tests. This year most of the individual testing was done on pen and paper. We did minimal testing on the computer.</p>	<p>nine weeks benchmark test on the computer.</p>	<p>taking an SOL like test on computers. Measured by increased scores on the IA benchmarks.</p>
<p>Instructional Programming: Reading Students spend time each day in real text (Read to self; buddy read) during literacy stations. Students will hear teachers</p>	<p>Kdg. students will set goals for reading sight words and track those goals. However, students will also read words in meaningful print daily. Once students are reading at a level C and D they will begin to set goals for fluency/comprehension. 1st/2nd grade students will set goals for fluency and comprehension.</p>	<p>Students will increase fluency and thereby increase comprehension. This can be seen through running records and PALS data. Increase fluency and comprehension will support success on the SOL testing in third grade.</p>
<p>Staff: Reading Differentiated small group reading</p>	<p>The resource teacher will conduct PD on whole and small group reading strategies, the use of running records, how to track and increase fluency and digging into and using PALS data.</p>	<p>The understanding and increased use of using data specific to each student will increase student oral reading levels of PALS and on the 2nd grade benchmarks and HATS tests. Again students who are reading on or above grade level</p>

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		when they enter third grade should help to increase scores on the SOLs. Measured with PALS data.
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Staff/Instructional Programing (whole child): Staff will continue to implement the Mind Up program. This program address the emotional and social development of our students. It teaches the students about how their brains work and learn. It also implements mindfulness techniques of deep breathing and being in the moment. Students’ learn about choosing the positive over the negative, perspective taking and making a difference for people and the community. We have seen a significant decrease (60%) in our classroom disruptions, an increase in our students’ ability to focus and this has helped to increase our HATS scores.

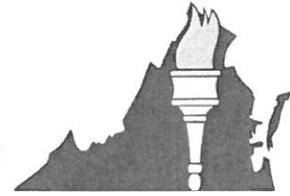
13-14 HATS Reading 78% Math 63%

14-15 HATS Reading 88% Math 79%

15-16 HATS Reading 86% Math 82% (a slight dip in reading)

We are also working with the teachers in professional development with understanding a child’s emotional/social part of the brain as well as the “learning” part of the brain. Our teachers now understand how to de-escalate rather than escalate a student. They are less reactive and more proactive. Looking at our students’ behaviors through a different lens has positively changed our classroom environments. Then we started talking about how the brain learns and processes information for students on our developmental level. Last year the master schedule worked around students’ circadian rhythm. We built in recess, lunch and more active learning for times their brains may be in the “trough”. Teachers also built each lesson around the idea of Prime Time 1 (10-15 minutes), Downtime (10-15 minutes) and Prime Time 2 (5-10 minutes). Prime Time 1 is teacher directed and contains only correct information that the teacher wants the student to learn. Downtime allows students to participate in active learning (discussion, guided practice, hands on activities). Prime Time 2 has the students share what they learned. (formative assessment (exit ticket, independent practice, student orally shares what they learned) In the

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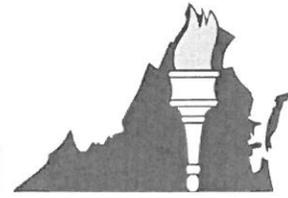


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spring of last year and moving into this year, we will look more into right vs. left brain. We are learning how to reach our right brain students. We are also exploring activities and learning that cross the midline. Teachers are learning the importance of planning lessons that have students using both sides of their brains and the importance of having students crossing the midline throughout the day. We want teachers to have a better understanding of how our students' process and store information in their brains. We also want them to understand that the more places in the brain that the student can "store" the information the better chance it will have to retrieve the information when it is needed. We want to build multiple pathways to the knowledge. We will continue to have Professional Development opportunities that increase the brain based learning that takes place at the school.

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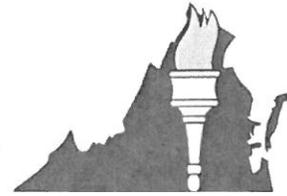


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Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>1. Mindfulness Coffees/Garden Events (Nov. 2015, June 3rd) November- Explanation of Mind Up and practice of mindfulness and how we implement it at Mehfood. Description of the brain development of students. Introduction of the idea of the Mindfulness Garden. June- Volunteer Day in the Mindfulness Garden. Prepped area, made touching stones, listening wind chimes, signs etc..</p> <p>We will continue to hold parent coffees on Mind Up. We will also move forward with finishing the Garden. The goal is to use the garden as a place for students/classes to come and read as well as incorporate science and math standards.</p>	<p>1. Data has shown that the practice of mindfulness with the implementation of Mind Up has decreased classroom disruptions, increased students' focus and decreased student and teacher anxiety. Test scores have consistently increased on our HATS testing for 2nd grade students since its implementation. (with possibly a two point dip in reading this year. 88% to 86%)</p>
<p>2. Fall Into A Good Book- October 2015 This was a family reading night. Families had the opportunity to read together. Students also were able to listen to teachers/staff read to them. Teachers also shared with parents how they could help their students with reading at home. This will continue next year as well. We also plan to add Curriculum Nights for each grade level in the fall. This would give teachers a chance to explain how parents can help their child with</p>	<p>2.The hope is that this would spark an excitement for reading in a fun and comfortable environment. We connected it with the Book Fair so students could buy a book. We also wanted to share ways that parents could help their child become better readers, improve fluency and comprehension. Improve parent support at home with reading nightly to and with their children. (Warned Area)</p>

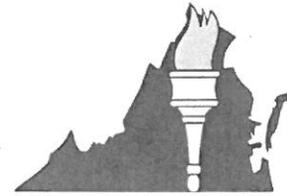
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<p>homework and expose parents to the benchmark testing.</p>	<p>Curriculum Nights- This would give parents a way to support their child's learning at home which in turn would help support the learning at school. It would also help the parents understand what the benchmark testing looked like and the question stems. This is new for our 2nd grade parents. It also would help bridge the transition to Varina and 3rd grade SOL testing.</p>
<p>3. Fluency Take Home Folders/Reading Bags</p> <p>K/1st- Students in kindergarten and first grade took home their reading bags every night. The bags held stories that the students had already practiced reading with their teachers. Students were able to choose at least one of the books and the books rotated each week with books from their in class book box. The expectation was that the students read for at least 15 minutes each night from their book bags. The best part is that book bags were differentiated to meet each students' reading level. Some bags held alphabet activities and simple Level A books. Other bags held chapter books. Students were rewarded monthly in their classrooms and then the school had whole school rewards as we reached certain minute milestones. (Million Minutes- Students at both Mehfoud and Varina set a goal to meet one million minutes of reading in a school year.) We plan to continue it next year.</p> <p>2nd grade- 2nd graders also had an expectation to read nightly, but their books were library books</p>	<p>3.Increased students' fluency, decoding and comprehension skills. Encouraged reading at home. Our goal at Mehfoud is to have our students reading on grade level when they leave us at the end of 2nd grade and this helps support this goal. (Warned Area)</p>

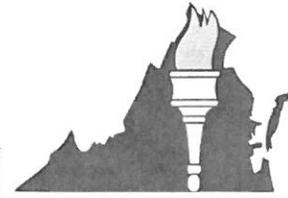
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<p>that they had been trained how to choose based on their levels. Flexible library scheduling allows the students the opportunity to check out books daily. In addition, students were given take home fluency packs on Fridays. The expectation was that students would read the grade level story for 1 minute on Friday, 1 minute on Saturday and 1 minute on Sunday. They would mark where they ended each time and return the packet each Monday. Students were rewarded for returning their completed fluency packets. Data showed an increase in student fluency.</p> <p>2nd graders on the strategic and intensive level were also instructed during part of their intervention on grade level text. They were shown how to decode words they didn't know; exposed to higher vocabulary and taught strategies that would help them understand difficult text. Data showed that students who were not reading on grade level were still able to independently understand grade level text with between 55-75% accuracy by the end of the school year. This strategy will continue next year.</p> <p>4. Communication: Weekly Phone Messages by the Principal promoting events or activities going on at school for the next week. Monthly newsletter from the Principal (Panda Press) Calendar of events, curriculum connection, ways to get involved (PTA)</p>	<p>We plan to continue this to increase students' reading comprehension, stamina which will lead to them being better prepared for the testing that they will face in 3rd grade when they move on to Varina Elem. (Warned Area)</p> <p>Improve overall performance of reading, math, science and social studies tests that are read independently and are written on grade level text. (Warned Area)</p> <p>4.We try very hard to make connections with our parents. We want them to understand the importance of the parent/school partnership. If we can increase this connection it will increase student achievement. Plan to add the</p>
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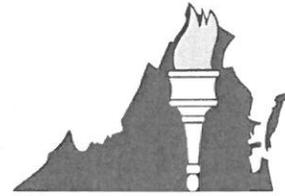
<p>Grade level newsletters (2 week peeks) Includes standards the students are working on, homework, events</p>	<p>Remind App this year. It's another way to communicate with parents through text messaging.</p>
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Family Engagement: This is an area that we have tried to improve upon for the last four years. We have a very small group of active parents and would love to see an increase in the partnership between the parents and teachers. We switched PTA president mid-year last year and she is a dynamic parent who is committed to increasing parent involvement. On August 13th, the PTA board will have a planning meeting with Mr. T... (Varina Elem) and myself to discuss plans for the school year. One item on the agenda is family engagement. We have brainstormed ideas for this and hope to implement some of them this year. (raffle tickets for prizes for attendance at meetings, a fun community day with food, community helpers, games and local services that are available to support our families, parent awards/shout outs for volunteering, parent cookout for parents who have a specific number of volunteer hours at the school, parent workshops with food and child care available) We are also reading the book Engage Every Family by Steven Constantino. We know that a partnership with parents is a key to improving students' academic success.

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	HATS: 86% Reading on Grade Level by 3 rd grade: TBD See below	HATS: 90% Reading on Grade Level: 90% or higher	HATS: 92% Reading on Grade Level: 90% or higher	HATS: 92% or above- We would always strive for improvement, but realistically anything at 92%

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				or higher is developmentally appropriate for our students. Reading on Grade Level: 90% or higher
Math				
Science				
History				

These scores are the way we measure our success/growth in a K-2 building. HATS (Henrico County Assessments) tests in reading and math. These are formatted in an SOL format with similar question stems and varying cognitive levels that fit the second grade standards of learning. Reading on grade level by 3rd grade for the 13-14 and the 14-15 school year was met by looking at the PALS instructional oral reading level of 2nd grade or above and/or passing the HATS reading test with 75% or above.

Reading on Grade Level by 3rd grade:

13-14 94% of the rising 2nd graders were reading on grade level.

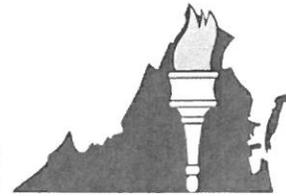
14-15 92% of the rising 2nd graders were reading on grade level.

15-16 waiting for the data, but only 10 out of 101 students were identified as not meeting the oral reading level of 2nd grade or above on PALS. 4 of the 10 students are on a 1st grade oral reading level, 2 are between a Primer and 1st grade level, and 4 are at a Primer level. 90% of the students were reading on a 2nd grade oral reading level or higher. I don't have the individual student HATS data, but classroom pass rates suggest that the majority of the students met the pass rate. Classroom pass rates: (93%, 93%, 82%, 71% (collaborative class), and 87%) Classroom teachers met or exceeded their specific class goals.

Closing Rationale:

Mehfoud's teachers and staff are working hard to lay a strong academic and emotional foundation for the students before they go on to Varina Elementary. In the last four years, we have put into practice purposeful and early intervention for reading and math. (2nd grade Math HATS: 13-14 (63%); 14-15 (79%); 15-16 (82%)) We feel if we can close the gap in kindergarten or first grade the stronger the students will perform in second grade. However, some of our students developmentally take until second grade to firmly develop their skills. As stated above, we systematically and purposefully provide

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intervention with the goal of all students reading on grade level or above when they reach third grade. I feel that the data shows we are achieving this goal with the majority of our students. In second grade, we expose our students to the standardized testing format through Interactive Achievement tests. Think-alouds are done by the teachers to help students understand vocabulary and what a question is looking for. Benchmark data is used for re-teaching. Exposure has been mainly in a pen and paper format, but this year students will be exposed to the testing on the computers with the goal of the third nine weeks benchmark being in a computer format. This should help ease some of the change for students moving into third grade where all the testing is computer based. Mr. T and I also plan to have our 2nd and 3rd grade teams meet to create a positive cohesion between the teams in order to smooth the transition for the students and for Mehfoud to find ways that we can continue to support our students learning once they move on to Varina. We want to be able to continue to provide encouragement for the third grade students and praise their accomplishments. Our hope is that this motivation will encourage them to do their best on their tests.

Based on the data above, we respectfully request the school receive Partially Accredited-Reconstituted School status for the 2016-17 school year.

**Virginia Department of Education
State/Federal Accountability Data
Anthony P. Mehfoud Elementary
Grades: PK - 02
Henrico County**

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 82%	Gr 3-5: 82%	*75%	67%	67%	68%
Mathematics	87%	*78%	62%	65%	70%	71%
History and Social Sciences	*Gr 3: 77% *Gr 4-8: 81%	Gr 3: 85% Gr 4-8: 81%	82%	84%	77%	74%
Science	Gr 3: 82% Gr 5-8: 81%	Gr 3: 87% Gr 5-8: 93%	*80%	72%	73%	80%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

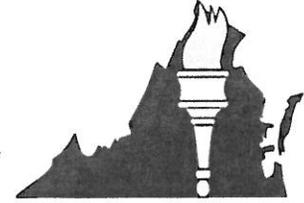
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	81%	80%	*59%	66%	65%	66%
English: Writing	82%	84%	56%	61%	N/A	N/A
History and Social Sciences	*79%	84%	83%	84%	77%	72%
Mathematics	87%	*57%	59%	62%	67%	69%
Science	82%	90%	*80%	73%	59%	79%

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

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Henrico County Public Schools

School: Donahoe Elementary School

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

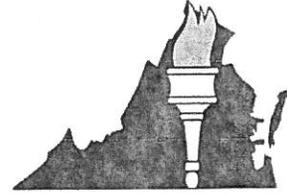
It is the request of Henrico County School Board that Donahoe Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Michelle F. Ogburn Typed School Board Chair Name

Michelle F. Ogburn School Board Chair Signature

July 18, 2016 Date

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement
Partially Accredited: Reconstituted School Application

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage	
Henrico County		66.67%	
School		Title I Model	
Donahoe Elementary		Schoolwide	
Grade Level	Enrollment	English Language Learners	Special Education
K	79	11	9
1	76	7	9
2	83	6	8
3	89	8	11
4	82	7	11
5	89	5	6
Total	541	44	54

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement Partially Accredited: Reconstituted School Application

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	53	63	66	74
Mathematics	66	71	75	79
Science	70	76	66*	81
History	84	82	85	89
Graduation and Completion Index (if applicable)				

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
3 Reading	52	57	72	65
4 Reading	62	53	53	82
5 Reading	57	67	63	72
5 Writing	38	69	n/a	n/a
VA Studies	88	82	83	89
3 History	80	81	n/a	n/a
3 Math	60	65	70	71

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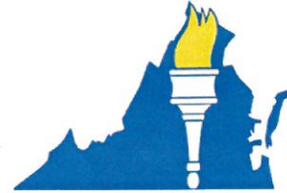
4 Math	68	69	78	88
5 Math	55	76	65	75
5 Science	63	72	66	81
3 Science	78	81	n/a	n/a
Graduation and Completion Index (if applicable)				

Staff Information

This year, 24% of our staff will be new to our school. We believe that this may prove to be challenging but it is also a wonderful opportunity to bring in staff with a variety of teaching and learning experiences, as well as an opportunity to bring in teachers who are excited to work with a population that is moving towards full accreditation. Many of the staff members who left our building this year did not want to continue to work in a challenging school. We believe that with administrative support, our dedicated staff will be able to help our students meet and exceed the goals set before us.

Grade Level/ Content	Number of Teachers	New to School for 2016-2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
Pre K	2	2	2	1		
K	3	0	1		1	1
1	4	1	2		1	1
2	4	0	1	1	1	1
3	4	1	1	2		1
4	4	1	1	1	1	1
5	4	0	1		3	

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Office of School Improvement Partially Accredited: Reconstituted School Application

Special Education	5	2	1	2		2
ESL teacher	1	1	1			
Title I teacher-Reading	1			1		
Title I teacher-Math	1					1
Total	35	8	8	8	7	9

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	1	4	
Number and percent of Exemplary teachers returning in 2016-2017	1	4	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	23	96	
Number and percent of Proficient teachers returning in 2016-2017	22	92	
Number and percent of Proficient teachers leaving in 2016-2017	2	8	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	

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Office of School Improvement Partially Accredited: Reconstituted School Application

Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
	Number of All Teachers	Percent of All Teachers	Area of Teaching
Teacher Licensure Information			
Number and percent of teachers fully licensed in 2016-2017	31	94	
Number and percent of provisionally licensed teachers in 2016-2017	2	6	
Number and percent of new teachers to the school in 2016-2017	8	24	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	Bachelor's in Psychology, Masters of Teaching, Post Master's certificate in Educational Leadership		
Total years of educational experience	16		
Total years as an Assistant Principal	9		
Total years as a Principal	2		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	3		1		
*Sought/Obtained An Educational Position Outside the Division	3				
*Sought/Obtained A Non-Educational Position Outside the Division	1				
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)	3				
Left During the School Year					
Retired from Profession					
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above	5				

non-duplicate

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Office of School Improvement

Partially Accredited: Reconstituted School Application

Over the last three years, Donahoe Elementary School has worked hard to implement practices that will move the school towards full accreditation. During the 2013-2014 school year, the school implemented an Intervention/Enrichment block as well as the use of team planning. The IE block was used for some students to receive intervention however, at that time, the majority of reading intervention was taking place during the reading block. With the increased intervention, the school saw an increase of 11% points from the previous year's pass rate in the area of reading which resulted in an overall reading pass rate of 63%.

The following year, Donahoe continued to focus on team planning and the IE block. The school also used several nonfiction resources as this was an area of weakness based on the data available. Students read books and passages in small groups that were nonfiction and teachers used strategies to help improve comprehension. School leaders (administration and teacher leaders) also met as a school improvement team monthly to review data and make plans for improvement. The school made gains in 3 areas, including reading. However, a three year average was used to maintain accreditation in the area of science and the reading pass rate was 63.3%.

During the 2015-2016 school year, Donahoe teachers continued to participate in team planning, however the focus became more collaborative and called for a closer look at the curriculum framework to ensure alignment and rigor. Teachers used a lesson planner in which they focused on an objective for their lesson/unit as well as detailed and aligned plans. These plans were reviewed by administration on a rotating schedule and feedback was provided. The teachers also created "I Can" statements for both reading and math. These statements were displayed in the front of classrooms and were reviewed with students prior to lessons to set goals for the day. Authentic text was used to increase reading stamina, rigor, and enjoyment. Although passages continue to be used with students, there was an increase in the usage of authentic texts. During faculty meetings, the school focused on teacher growth and a school blog was utilized for communication. Science labs were implemented on a consistent basis integrating the content of science, math, and reading. These practices led to gains in all areas, with science being accredited without the three year average and our reading scores significantly rising to 73.7% pass rate.

The practices listed below will be implemented during the 2016-2017 school year. The administration and staff fully believe that Donahoe Elementary will be fully accredited at the end of the 2016-2017 school year.

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Office of School Improvement Partially Accredited: Reconstituted School Application

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
Governance: The administrative duties were equally shared among the team (Principal, Associate Principal, and Resource Teacher). This included all three administrators being involved in IEP meetings and daily discipline.	Administrative duties will be adjusted in order to allow the Principal more time to focus on academics and instruction.	By realigning the administrative duties, the Principal will have the capacity to increase the amount of observations and walkthroughs as well as increase the feedback given to teachers. The Principal's daily time in classrooms will increase by 25%.
Instructional Program: The master schedule for the 2015-2016 school year had majority of grade levels having reading, intervention/enrichment, and math at the same time.	The master schedule for the 2016-2017 school year spreads out Intervention/Enrichment, the reading block, and the math block.	By making these changes in the master schedule, our coaches will be able to be in more classrooms each day. This will allow them to coach teachers more often as well as provide feedback. It will also strengthen the relationship between the coaches and teachers.
Instructional Program: The master schedule for the 2015-2016 school year had some intervention taking place during the reading block. This caused several students to be pulled from their reading block.	All intervention will take place during the I/E block. Reading intervention will be given priority over math intervention. Intervention strategies will be based on student data, using multiple points to determine need.	Students will increase their decoding and comprehension levels. This will also ensure that all students are receiving the grade level rigor, while still filling in any gaps they may have. This change should contribute to our expected 5

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Office of School Improvement Partially Accredited: Reconstituted School Application

		point gain in our overall pass rate for reading.
<p>Instructional Program: During the 2015-2016 school year, teachers read The Daily 5 and were trained on this structure. Prior to the 2015-2016 school year, there was a not a consistent structure for the reading block nor were students reading from reading boxes where variety and choice of reading was being offered.</p>	<p>Daily 5 will be implemented from the beginning of the school year. All students (k-5) will have a book box where they have good fit books of choice, as well as teacher directed material. All students will also participate in read to self-time daily during their reading block, thus increasing the time in text. Students will also be taking books home from their book boxes, from guided reading (authentic text, A to Z books, etc.), and books from the library.</p>	<p>By increasing the time in text and ensuring the time that students are spending independently is connected to the current or past learning, we expect to have an increase in student achievement, as shown by both reading level and comprehension. This change should contribute to our expected 5 point gain in our overall pass rate for reading.</p>
<p>Instructional Program: Students found books for their book boxes by either visiting the library or by finding a book on their teacher's book shelf.</p>	<p>In 4th and 5th grade, we will be implementing a Book Pass program. This will include working with students to create a someday list of books they want to read. Students will read from a book from their list daily as well as complete a reading log. Students will also write about what they are reading in the reading notebooks through the use of exit tickets. Students will also be able to take these books home, which they are unable to do with the current libraries in the classroom.</p>	<p>Increased amount of time on task reading as well as an increase in comprehension through the use of writing about what the students are reading. This should result in a 10% increase in the amount of time reading which should contribute to our expected 5 point gain in our overall pass rate for reading.</p>

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<p>Instructional Program: Exceptional Education teachers and aides do not have training in a direct instructional approach in the area of reading.</p>	<p>Our Exceptional Education teachers and aides (2-5) will receive training for Corrective Reading. Exceptional education students were screened at the end of the 2015-2016 school year to determine the appropriateness of the Corrective Reading program for them. Working with our exceptional education coordinator, we will be providing Corrective Reading to these students.</p>	<p>By targeting areas of need, these students will make an equivalent of at least 1.5 years growth in reading levels.</p>
<p>Staff: Donahoe Elementary currently has one Title I reading teacher that serves our k-5 students.</p>	<p>An additional Title I instructional assistant will be added to support identified students in the area of reading.</p>	<p>The additional position will allow our Title I teacher more coaching time and will also allow more students to be served via intervention. This change should contribute to our expected 5 point gain in our overall pass rate for reading.</p>
<p>Staff: Staff read <u>The Daily Five</u> this school year. During the school year, teachers received professional development throughout the year on this topic.</p>	<p>Implementation of PLCs for professional development. These PLCs will focus on guided reading, guided math, growth mindset, and student engagement. Teachers will have the options to choose the PLCs in which they wish to participate in. Our hope is to continue these books over the next few years, allowing for teachers to read each one. We will also align this learning to the county PD using <u>The Next</u></p>	<p>The focused staff development will allow teachers to gain skills in an area of their choice. Through the county wide focus, our teachers will continue to gain skills in the area of teaching reading, which should contribute to our expected 5 point gain in our overall pass rate for reading.</p>

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	<p><u>Steps in Guided Reading</u> by Jan Richardson and <u>The Reading Strategies Book</u> by Jennifer Serravallo. The strategies in this book will be tied into our unit pacing.</p>	
<p>Staff: Each grade level had one team leader who came to CSIP meetings monthly being a part of the decision making process, as well as disseminating information.</p>	<p>When looking at existing staff, we restructured our grade level teams to ensure experienced leadership at each grade level as well as to create collaborative teams.</p>	<p>Through strong grade level teams and cooperative leadership, our teams will see stronger lesson plan development. The movement of teachers to grade levels in which they have experience and knowledge of the curriculum framework, standards, and essential knowledge which should contribute to our expected 5 point gain in our overall pass rate for reading.</p>

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Office of School Improvement Partially Accredited: Reconstituted School Application

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Literacy: One School One Book</p> <ul style="list-style-type: none"> In January, each family pre K-5 will receive the same book. Parents will be encouraged to read the book aloud with their child and follow a reading schedule. School staff will also record themselves reading a chapter of the book and these recordings will be posted online so that students may listen to the book should they not have a parent available to read to them during the initiative. During our Literacy Night, parents will have an opportunity to participate in a session where they learn how to read aloud with their child and receive question starters to help engage the families in conversation about the reading. 	<p>Student's reading comprehension and vocabulary will improve, as well as an anticipated increase in the amount of time spent reading at home. Both of these will contribute to our goal of being fully accredited next year.</p>
<p>Literacy:</p> <ul style="list-style-type: none"> July and August (2016)-Members of our school will be visiting two communities. The dates and times of these visits have been shared with the entire school population. Students are invited to these events where they will get a free book and will have a chance to talk to the teachers who will encourage them to continue reading over the summer. 	<p>Increased reading in the home will contribute to our goal of being fully accredited next year.</p>

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

<ul style="list-style-type: none"> • During the summer, parents are encouraged to take pictures of their child reading and send them to the school via the Principal, Twitter, or Facebook. Our staff will encourage conversations about the books students are reading and encourage others to read the book. • At each Title I event, all students will receive a book to take home and read. • Breakfast with Books and/or Lunch with Books will be held multiple times a year. Parents will be invited to breakfast or lunch to read with their children. 	

Closing Rationale with Trajectory of Progress

Donahoe Elementary School has made significant progress this school year towards accreditation. We saw greater gains in all four areas assessed than the gains that were made in those same areas during the previous school year. In fact, three of those areas met the benchmark. Our science scores rose significantly this year and we were able to hit 70% without using the three year average as we have had to use in the past. Although we did not hit 75% in the area of reading, we did make a 7.4% point gain this school year, pushing us very close to full accreditation. These gains are a result of a laser like focus in the area of planning and by ensuring that the taught curriculum was aligned with both the written and the assessed curriculum. Our team also came together to create non-negotiables for reading and math instruction. Our teachers and staff are committed to each student reaching their potential and the growth that we saw this year is a direct result of their commitment.

This school year, our fifth grade team came together to ensure that students were mastering the science content. Mid-year, we altered our master schedule to include a one hour lab block each

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Office of School Improvement

Partially Accredited: Reconstituted School Application

week. During this time, we also pushed in an interventionist to provide support to our students. We believe that this hands on approach was the reason our science scores rose 14.5% points from last year. We also had one class with a 100% pass rate!

We saw gains in math using both our SOL data and our NWEA data. Not only did we rise 4.1% in math, our 4th grade students went from a 72.5% when they were in 3rd grade to an 85% pass rate this school year. Looking at our NWEA projected growth in math, both our 3rd and 5th grades had over 70% of their students meet projected growth. Overall, 61% of our students met projected growth according to our NWEA results. Our teachers are continuing to refine their teaching skills in the area of math by continuing to implement number talks and encouraging alternatives to traditional algorithms.

In the area of social studies, our 4th grade team made a 4.2% gain on the VA studies test. This is impressive being that this gain resulted in an overall pass rate of 88.8% on this test. Teachers worked diligently to make this content come alive for our students and we are confident that they will continue to build on this success in the future.

Our students made remarkable gains in the area of English this year. While we had an overall gain of 7.4% on the SOL tests, we have two cohorts of students who made gains. Our 4th grade students made a 5% gain from their overall pass rate when they were in 3rd grade. Our 5th grade students made a tremendous 15% gain from their pass rate in 4th grade. When reviewing the NWEA scores, our 3rd and 5th grades had over 50% of their students meet their projected growth target. Overall, 54% of our 3rd, 4th, and 5th graders met their projected growth targets in reading. We credit these gains primarily to the increase in authentic texts being used in reading groups as well as students having more time in text. Our teachers spent the first half of the year reading The Daily Five, as well as participating in several trainings on this structure. Teachers fully implemented this initiative second semester, however, many teachers were excited to get started and began implementing much earlier. They have shared with administration that their students read more this year and enjoyed reading due to the choice and time this strategy provides. Our reading coach and our Title I teacher were utilized to coach and meet with teachers to plan based on data. Teachers will continue to utilize these successful methods as we move into the 2016-2017 school year. School leaders expect to be fully accredited in reading during the 2016-2017 school year.

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Our preliminary SOL data suggests that Donahoe Elementary has made significant gains toward full accreditation. Student growth can be seen in the increase in all subject area pass rates, as well as in the percentage of students meeting their projected growth targets on the NWEA MAP assessment. This year, Donahoe E.S. was able to reach accreditation in science without using the three year average and we believe that we will reach accreditation in all areas during the 2016-2017 school year.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	74%	>75%	>75%	>80%
Math				
Science				
History				

**Virginia Department of Education
State/Federal Accountability Data
Cashell Donahoe Elementary
Grades: PK - 05
Henrico County**

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 84%	Gr 3-5: 82%	*53%	63%	66%	73%
Mathematics	85%	*75%	66%	71%	75%	78%
History and Social Sciences	*Gr 3: 82% *Gr 4-8: 79%	Gr 3: 80% Gr 4-8: 87%	84%	82%	85%	90%
Science	Gr 3: 86% Gr 5-8: 92%	Gr 3: 80% Gr 5-8: 86%	*70%	76%	71%	81%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

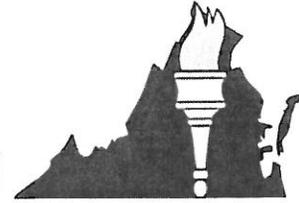
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Did Not Meet All Federal AMOs - MHE	Title I - School Wide Program
2014-2015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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	81%	81%	*57%	59%	63%	67%
English: Writing	84%	79%	38%	69%	N/A	N/A
History and Social Sciences	*80%	84%	84%	81%	83%	89%
Mathematics	84%	*53%	61%	70%	71%	74%
Science	89%	83%	*71%	77%	66%	75%

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

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Henrico County Public Schools

School: Fair Oaks Elementary School

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of Henrico County School Board that Fair Oaks Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

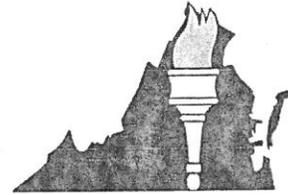
Michelle F. Ogburn Typed School Board Chair Name

Michelle F. Ogburn

School Board Chair Signature

July 18, 2016 Date

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Office of School Improvement Partially Accredited: Reconstituted School Application

School Information/Demographics

Fair Oaks Elementary provides instructional programming for grades PK-5. The free and reduced lunch eligibility percentage is 78.68%. Enrollment for 2015-16 was 383 students. Enrollment for the 2014-15 school year was 360 students, and enrollment for 2013-14 was 367. The estimated enrollment for 2016-17 is 350. The preschool program is changing locations for the 2016-17 school year.

Division		Free/Reduced Lunch Eligible Percentage	
Henrico		78.68%	
School		Title I Model	
Fair Oaks ES		Schoolwide	
Grade Level	Enrollment	English Language Learners	Special Education
K	57	1	11
1	63	1	8
2	30	1	8
3	57	0	5
4	51	0	12
5	63	0	21
Total	383	3	65

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Office of School Improvement Partially Accredited: Reconstituted School Application

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	53	60	65	57
Mathematics	71	61	79	61
Science	65	73	84	73
History	84	76	79	69*
Graduation and Completion Index (if applicable)				

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
3 Reading	53	50	56	49
4 Reading	58	48	62	56
5 Reading	57	65	69	60
5 Writing	46	68	n/a	n/a
VA Studies	96	80	78	68
3 History	71	71	n/a	n/a
3 Math	62	36	64	53

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4 Math	82	76	78	62
5 Math	62	66	84	61
3 Science	69	66	n/a	n/a
5 Science	63	82	86	71
Graduation and Completion Index (if applicable)				

Staff Information

Fair Oaks will have a new principal for the 2016-17 school year, along with 5 new teachers. Though the school has 5 teachers new to the Fair Oaks Elementary Community, they are not new to the teaching profession. Each has experience in classroom management and teaching the Standards of Learning. The new administrator has 16 years elementary teaching experience, and 7 years experience in administration. A combination of teamwork and support will enable the Fair Oaks Staff to move our students to full accreditation.

Grade Level/ Content	Number of Teachers	New to School for 2016-2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
Kindergarten	3	1	0	1	0	2
First	3	1	1	1	0	1
Second	3	1	1	0	0	2
Third	3	1	2	1	0	0
Fourth	3	0	0	0	2	1
Fifth	2	1	0	1	1	0
Special Education	2	0	1	0	0	0

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement Partially Accredited: Reconstituted School Application

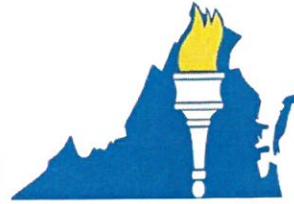
Total	19	5	5	3	3	6
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Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Teacher Performance and Mobility Information			
Number and percent of all teachers scoring Exemplary in 2015-2016	2	11%	
Number and percent of Exemplary teachers returning in 2016-2017	2	11%	
Number and percent of Exemplary teachers leaving in 2016-2017			
Number and percent of teachers scoring Proficient in 2015-2016	13	68%	
Number and percent of Proficient teachers returning in 2016-2017	8	42%	
Number and percent of Proficient teachers leaving in 2016-2017			
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016			
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017			
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017			
Number and percent of teachers scoring Unacceptable in 2015-2016	2	11%	
Number and percent of Unacceptable teachers returning in 2016-2017	2	11%	
Number and percent of Unacceptable teachers leaving in 2016-2017			
	Number of All Teachers	Percent of All Teachers	Area of Teaching
Teacher Licensure Information			

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Number and percent of teachers fully licensed in 2016-2017	19	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0	
Number and percent of new teachers to the school in 2016-2017	5	26%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	Bachelor of Science in Elementary Education, Master's in Curriculum and Research, Post Master's in Educational Leadership		
Total years of educational experience	23		
Total years as an Assistant Principal	2		
Total years as a Principal	5		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Exemplary	Proficiency	
			Proficient	Not Proficient
*Sought/Obtained Another Position Within the Division			5	
*Sought/Obtained An Educational Position Outside the Division			1	
*Sought/Obtained A Non-Educational Position Outside the Division				

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Advanced in Profession				
Left Solely for Higher Pay				
Personal Reasons (family, health, education)				
Left During the School Year				
Retired from Profession				
Left Profession/Field				
Resigned In Lieu of Dismissal/Termination				
Dismissed/Non-Renewed				
Other Reasons Not Identified Above				

*non-duplicate

Reconstitution Information

Fair Oaks Elementary has been on a path toward accreditation for two years showing growth in most areas after reviewing data from 2013-14, 2014-15, 2015-16 Standards of Learning Assessment. Please review the data below:

Standards of Learning Test	2013-14	2014-15	2015-16
English	53%	60%	66%
Math	71%	61%	79%
History	84%	76%	79%
Science	65%	73%	84%

Based on the data the students have the ability to make steady progress with research based instructional practice, progress monitoring, and a positive school climate for teachers and students.

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

During 2015-16 (scores for 2016-17), Fair Oaks Elementary declined in each area. Preliminary Standards of Learning results show a decline in each area: English (57%), Math (61%), Social Studies (69%), and Science (73%).

- During 2015-16, Fair Oaks Elementary had 5 teachers that were new to the profession with zero years of experience.
- There were 166 unfilled absences for instructional staff, students were divided and added to other classrooms increasing the size of each class and changing the dynamic of classrooms.
- Based on data there was a measured increase in classroom disruptions. The school moved from 73 documented classroom disruptions to 91 documented classroom disruptions.

Classroom management skills, predictable routines, and researched based instructional strategies, coupled with a sound knowledge of Virginia Standards of Learning and The Essential Knowledge and Skills outlined in the VDOE Curriculum Framework will play a critical role in increasing student achievement.

The practices listed below will be implemented during the 2016-17 school year, which will result in marked improvement leading to full accreditation.

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
Governance Fair Oaks Elementary used Positive Behavior Interventions and Support sporadically.	Fair Oaks will develop a plan for Positive Behavior Interventions and Support that is used K-5 with fidelity monitoring by administration, guidance, and resource.	Referrals for disorderly conduct or disruptive behavior offences in the classroom will be reduced by 40%, (91 offences for the 2015-16 school year) allowing for increased focus on instruction and learning.

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<p>Staff The Title I team consisted of 1 Title I Reading Teacher, and 1 Title I Math Teacher.</p>	<p>An additional Title I Reading teacher has been added to the team.</p>	<p>The Title I Reading team will be able to provide additional small group instruction, and coaching to students and teachers in grades K-5 leading to a 10-point gain in reading.</p>
<p>Instructional Program Fair Oaks Elementary used varied formative assessments for their grade levels in reading and math.</p>	<p>The Title I reading and math teachers will develop grade level common formative assessments for reading and math Standards of Learning in grades 3-5.</p>	<p>Teachers will have data to provide targeted remediation or enrichment in reading and math leading to a 10-point gain on reading and math Standards of Learning assessments.</p>
<p>Instructional Program Fair Oaks Elementary teachers received feedback on plans observed during walkthrough observations.</p>	<p>Lesson Plans will be collected at least 3 times a year. Teachers will be given feedback on alignment to instruction, Standards of Learning, essential knowledge, and HCPS Pacing.</p>	<p>Lesson Plans aligned to Standards of Learning, essential knowledge and skills, and county pacing will lead to a 10-point gain on all Standards of Learning assessments.</p>
<p>Instructional Program Teachers participated in professional development provided by the Title I team with a focus on reading and math stations.</p>	<p>Title I and the administrative team at Fair Oaks will focus on professional learning communities related to balanced literacy, guided math, and vocabulary.</p>	<p>Study and use of effective instructional practices for reading, math, and vocabulary will yield a 10-percent gain on all Standards of Learning assessments.</p>
<p>Instructional Program Teachers held sporadic morning meetings.</p>	<p>Teachers at each grade level will have a morning meeting with their students at least 4 out of 5 days a week to set goals for the day, establish routines, and instruct students in soft skills: communication, teamwork, problem solving, personal habits and empathy.</p>	<p>Clear expectations, goal setting, and lessons regarding “soft skills” will lead to a 10-point gain on all Standards of Learning assessments.</p>

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Office of School Improvement Partially Accredited: Reconstituted School Application

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Literacy: Home/School Reading Connection October: Students will receive books to build their home library along with tips for effective read aloud.</p> <p>November: Reading Night: Teachers and Title I staff share strategies and games to build word recognition, fluency, and reading comprehension. Students will have an opportunity to receive books, and win board games related to literacy.</p> <p>March: Breakfast with Books, during the week for Read Across America Fair Oaks will have Breakfast with Books. Parents will have an opportunity to have breakfast and select a book to read with their student(s).</p>	<p>Support and opportunities for shared and independent reading at home will improve Standards of Learning scores for students in reading by 21 points in 3 years.</p>
<p>Math: February: Math Night-Teachers and Title I staff will have a make it take it session. Parents can create and play games that build fluency and number sense. They will also have the opportunity to see strategies students are taught during the school day.</p> <p>October-May: Fact Fluency Building Activities Sent Home</p>	<p>Additional practice with math skills and fluency at home will lead to full accreditation in three years.</p>
<p>VA Studies: Jeopardy Night in Conjunction w/Reading Night: Vocabulary Building Activities, Opportunities to create flashcards related to VA Studies, Parents Provided with an outline of the Standards</p>	<p>Additional practice and parent support in study of materials will lead to full accreditation in three years.</p>

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

<p>Quarterly Parent Advisory Meetings: Administration will invite parents to meet quarterly to share strategies regarding homework, student motivation, and understanding assessment results. Parents will also have an opportunity to ask questions and share concerns.</p>	<p>Parent support and involvement will lead to full accreditation in three years.</p>
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Closing Rationale with Trajectory of Progress

As a new administrator of a school that could be considered “at risk” based on data, my focus will begin with improvement in the following areas:

School Climate: Fair Oaks Faculty and Staff will work as a team to create a discipline plan involving Positive Behavior Supports and Interventions that is consistently monitored. The team will look at attendance and behavioral data monthly in addition to academic data. Instructional staff will receive training related to fostering a trauma sensitive environment. Students in the upper grades will have the opportunity to set achievement goals, and document how they plan to meet their goals. Administration will build in opportunities for peer recognition of their colleagues. Administration will build in additional opportunities for parent input, and involvement at Fair Oaks Elementary.

Instructional Leadership Planning and Support:

Administration and Title 1 will partner to observe and provide timely constructive feedback to instructional staff. Based on feedback and observation, administration will determine professional development and coaching needs. Teachers with less than two years of experience will be provided with additional support and opportunities to observe experienced teachers armed with specific strategies to look for, and there will be follow up with administration. Administration will collect lesson plans after providing training regarding lesson plan expectations (will keep the same templates used during the 2015-16 school year). Instructional staff will be given written feedback on their plans in a timely fashion. Administration will

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Office of School Improvement

Partially Accredited: Reconstituted School Application

follow up on areas lacking alignment to the Standards of Learning, Essential Knowledge, and County Pacing.

Students at Fair Oaks Elementary have the ability to progress socially and academically based on previous data. The school will move forward again with support, improved climate, and consistent progress monitoring.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	57%	70%	75%	>75%
Math	61%	75%	>75%	>75%
Science	73%			
History	69%	75%	>75%	>75%

**Virginia Department of Education
State/Federal Accountability Data
Fair Oaks Elementary
Grades: PK - 05
Henrico County**

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 82%	Gr 3-5: 82%	*53%	60%	66%	57%
Mathematics	80%	*74%	71%	61%	79%	61%
History and Social Sciences	*Gr 3: 75% *Gr 4-8: 70%	Gr 3: 94% Gr 4-8: 75%	84%	76%	79%	75%
Science	Gr 3: 80% Gr 5-8: 86%	Gr 3: 94% Gr 5-8: 77%	*79%	73%	84%	73%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

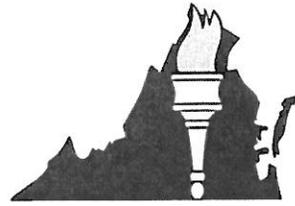
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	Title I - School Wide Program
2014-2015	2013-2014	Improvement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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	79%	86%	*56%	54%	63%	56%
English: Writing	80%	69%	46%	68%	N/A	N/A
History and Social Sciences	*67%	87%	84%	76%	80%	69%
Mathematics	80%	*59%	69%	58%	75%	61%
Science	83%	88%	*66%	74%	86%	76%

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

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Henrico County Public Schools

School: Ratcliffe Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Henrico County School Board that Ratcliffe Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Michelle F. Ogburn Typed School Board Chair Name

Michelle F. Ogburn School Board Chair Signature

July 18, 2016 Date

Division: Henrico County Schools

School: Ratcliffe ES

School Information/Demographics

Division			Free/Reduced Lunch Eligible Percentage	
Henrico County			80.85%	
School			Title I Model	
Ratcliffe ES			Schoolwide	
	Grade Level	Enrollment	English Language Learners	Special Education
	K	80	4	10
	1	89	2	16
	2	59	2	11
	3	83	6	16
	4	69	2	13
	5	77	3	13
	Total	485	19	79

Division: Henrico County Schools

School: Ratcliffe ES

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	54	61	59	61
Mathematics	58	63	69	53
Science	71	74	73	70
History	76	81	88	60*
Graduation and Completion Index (if applicable)				

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
3 Reading	62	52	52	52
4 Reading	43	59	48	46
5 Reading	59	59	68	76
5 Writing	54	60	n/a	n/a
VA Studies	76	83	90	58
3 History	78	79	n/a	n/a
3 Math	62	46	50	43
4 Math	46	72	72	55
5 Math	56	58	74	57
3 Science	71	79	n/a	n/a
5 Science	73	71	74	69
Graduation and Completion Index (if applicable)				

Division: Henrico County Schools

School: Ratcliffe ES

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
KG	4	1	1	2	1	
1st	4	1	2	2		
2nd	4	1	3			1
3rd	3	2	2	1		
4 th	4	2	4			
5th	3	1	1	1	1	
Special Education	3.5	1.5	3	.5		
Total	25.5	10.5	16	6.5	2	1

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0%	
Number and percent of Exemplary teachers returning in 2016-2017	0	0%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	30	88%	
Number and percent of Proficient teachers returning in 2016-2017	20	58%	
Number and percent of Proficient teachers leaving in 2016-2017	9	26%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	4	11%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	4	11%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	34	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0%	
Number and percent of new teachers to the school in 2016-2017	9.5	27%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0%	
Principal Information/Instructional Background TO BE DETERMINED			
Degree area (s)			
Total years of educational experience			
Total years as an Assistant Principal			
Total years as a Principal			

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			3		
*Sought/Obtained An Educational Position Outside the Division			5		
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)			1		
Left During the School Year					
Retired from Profession					
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Governance: Change in Leadership A new Principal and Associate Principal are in the process of being hired at Ratcliffe for 2016-2017 to foster a positive climate and increase student achievement.</p>	<p>Ratcliffe leaders will set a vision of high expectations and improved student achievement by working collaboratively with teachers. Monthly data meetings will occur to monitor instruction KG-5th.</p>	<p>Reading and math SOL scores will increase by 10%.</p>
<p>Instructional Program: Interactive Achievement was introduced to the teachers at Ratcliffe during the 2015-2016 school year. However, the use of data to drive instruction was inconsistent.</p>	<p>Teachers will utilize Interactive Achievement to collect data which will drive instructional practice and remediation/re-teaching efforts.</p>	<p>Interactive Achievement usage rates will be monitored and reading and math SOL scores will increase by 10%.</p>
<p>Instructional Program: Teachers set goals for students to increase by 1 point on the NWEA reading and math assessments.</p>	<p>Principal and Admin team will work with teachers to help them set and monitor individual goals with measurable targets for student growth on NWEA.</p>	<p>Increase the percentage of students who meet or exceed their projected RIT score to at or above 50% (Reading)..</p>
<p>Instructional Program: A walk-through form was used and follow-up feedback was inconsistent.</p>	<p>A walk-through form with focused look-fors, based on the school improvement plan, will be developed and utilized. Specific feedback will be provided within one instructional day.</p>	<p>Data from walk-throughs will be analyzed and discussed at each monthly KG-5 data meeting.</p>
<p>Instructional Program: There has been an inconsistent focus on monitoring student growth in reading and using data to make instructional decisions.</p>	<p>There will be a consistent focus on reading by using running records for checks of fluency and comprehension in order to monitor progress and student growth in reading. Intervention teachers will complete running records for students identified in need of Tier 2 or Tier 3 support every four weeks. Data will be</p>	<p>Monthly monitoring of the reading progress of students identified to receive Tier 2 or Tier 3 support will yield information about the success of interventions as well as drive planning efforts for remediation and intervention. An increase in differentiated instruction as a result of this rich data will close</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	tracked using a division developed RtI database permitting teachers and administrators to monitor the success of specific interventions along with student progress in reading.	student gaps in foundational literacy skills.
Staff: No Title 1 Math teacher	Addition of a Title 1 Math teacher to work with students identified as needing tier 2 and/or tier 3 support.	Math SOL scores will increase by 10%.
Staff: Teacher turnover has negatively impacted student learning and achievement. On average 25%+ teachers leave Ratcliffe each year.	The administration will foster productive working relationships with teachers and have one “fun” morale boosting activity each quarter.	The percentage of teachers that leave Ratcliffe will decrease by 5%. Faculty retention increases will result in higher student achievement and a more experienced faculty dedicated to Ratcliffe students.

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
PTA meetings - will feature student performances	All areas of the school
Parent Mystery Reader –parents/guardians will be requested to sign up to be a mystery reader in the class. (1x a month) Teacher or parents will pick a picture book to read to the class.	Reading
Ratcliffe administration will work with our Family Engagement designee to develop a specific plan for Ratcliffe	All areas of the school

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	60.8%	70%	75%	>75%
Math	53.5%	63%	>70%	>70%
Science	60.3%	70%	>70%	>70%
History	69.7%	>70%	>70%	>70%

Harold Macon Ratcliffe Elementary School is requesting a rating of *Partially Accredited: Reconstituted School*. We serve 475 students, 81% of whom are eligible for free or reduced lunch. Ratcliffe has 40.5% of our students attending all six years from grades K-5.

Ratcliffe has shown academic success in several areas. In 2015, 45.9% of the 4th grade students passed the Reading SOL. In 2016, the same cohort of students had a 70.7% pass rate on the Reading SOL. This increase represents 24.8 points of growth!

The overall reading pass rate increased by 1.5 points over the previous school year (2015-2016). In 2013, the Math SOL pass rate was 57.7%. In the three school years since 2013, we increased the mathematics pass rate with an average of 61.6%. The pass rates over the last three years for social studies is 76.3% and science is 72.5%.

Our efforts at reducing out of school suspensions have been effective since fully implementing Positive Behavior Intervention Supports (PBIS). In 2015-2016, we had 80 out-of-school suspensions the first semester and dramatically reduced the number to 46 out-of-school suspensions during the second semester. This sustained focus on positive behavior has resulted in a decrease of Code of Student Conduct violations and, ultimately, has allowed teachers to focus on academics.

Over the last few years, as measured by the HCPS Stakeholder Survey, concerns have been noted regarding our school climate. A negative school climate was a contributing factor, in our belief, to lower rates of student achievement, teacher retention, and teacher performance. Faculty and staff morale has been low, minimal relationships with parents and community members exist, overall expectations for students have been low, and there has been a lack of collaboration among faculty and staff members. It became necessary for a positive environment conducive to teaching and learning to be established. In an effort to address the clear needs and concerns, a new principal and associate principal have been appointed to Ratcliffe for the 2016-2017 school year. As noted on the Trajectory of Progress, Ratcliffe leaders have set a vision of high expectations and improved student achievement by working collaboratively with faculty and staff. The administrative team will also focus on staff morale and improving teacher retention.

Additionally, Henrico County Public Schools has hired a Title I math teacher for Ratcliffe for the 2016-2017 school year. The Title I math teacher, through data analysis and observations, will examine specific teaching strategies to address student math weaknesses, grouping of students for instructional purposes and reassessing students to determine if the re-teaching efforts were successful.

It is important for our school to be a center piece of the community and to have the parents/guardians as active participants in the school lives of their children. It takes a partnership. The Ratcliffe administrative team plans to leverage the support of the Director of Family and Community Engagement for Henrico County Public Schools to create a specific plan for Ratcliffe to increase and improve the relationships between the school faculty and staff and our community.

While Ratcliffe has shown glimpses of academic improvement for the 2015-2016 school year, we expect the new administrative team, combined with the proposed new practices listed in this reconstitution

application, will continue to propel the school forward to reaching state accreditation benchmarks .By granting this school conditional accreditation, the efforts of the present staff are recognized as they continue the journey towards full accreditation.

**Virginia Department of Education
State/Federal Accountability Data
Harold Macon Ratcliffe Elementary
Grades: PK - 05
Henrico County**

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 79%	Gr 3-5: 84%	*54%	61%	59%	62%
Mathematics	89%	*82%	70%	63%	69%	55%
History and Social Sciences	*Gr 3: 77% *Gr 4-8: 82%	Gr 3: 89% Gr 4-8: 79%	76%	81%	88%	79%
Science	Gr 3: 82% Gr 5-8: 91%	Gr 3: 85% Gr 5-8: 85%	*71%	74%	73%	70%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

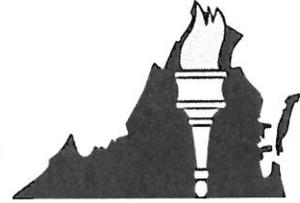
Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	78%	81%	*55%	57%	57%	60%
English: Writing	81%	82%	54%	60%	N/A	N/A
History and Social Sciences	*79%	84%	77%	82%	91%	66%
Mathematics	89%	*58%	55%	60%	66%	54%
Science	87%	85%	*72%	75%	74%	72%

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



VIRGINIA DEPARTMENT OF EDUCATION

Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Henrico County Public Schools

School: Sandston Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

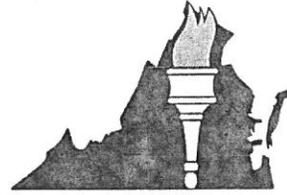
It is the request of Henrico County School Board that Sandston Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Michelle F. Ogburn Typed School Board Chair Name

Michelle F. Ogburn School Board Chair Signature

July 18, 2016 Date

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement
Partially Accredited: Reconstituted School Application

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage	
Henrico County		73.52%	
School		Title I Model	
Sandston ES		Schoolwide	
Grade Level	Enrollment	English Language Learners	Special Education
K	29	0	4
1	34	0	3
2	35	1	12
3	28	1	8
4	41	0	12
5	22	0	5
Total	219	2	44

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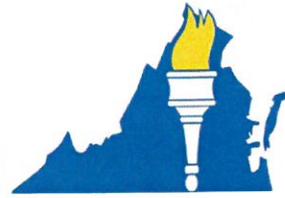
Office of School Improvement Partially Accredited: Reconstituted School Application

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	59	66	63	70
Mathematics	61	60	61	75
Science	77	66	61*	86
History	79	67	60*	85
Graduation and Completion Index (if applicable)				

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
3 Reading	50	45	60	74
4 Reading	64	64	55	71
5 Reading	67	77	68	64
5 Writing	65	70	n/a	n/a
VA Studies	85	64	63	85
3 History	79	73	n/a	n/a
3 Math	52	27	60	73

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4 Math	60	73	52	82
5 Math	69	62	65	64
3 Science	75	68	n/a	n/a
5 Science	85	67	61	86
Graduation and Completion Index (if applicable)				

Staff Information

This year, Sandston is losing 6 staff members.

All of the teachers hired to replace these staff members are seasoned, highly effective teachers with proven success in their previous schools. Having so many new staff members will give us an opportunity to refocus on our core values on positive discipline while implementing new initiatives to assist us with reading.

Grade Level/ Content	Number of Teachers	New to School for 2016-2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	2	1		1	1	
1	2	1		2		
2	2	0	1	1		
3	2	0	1	1		

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4	1	1		1		
5	2	1	1			1
Resource Teacher	1				1	
Special Education	2	2	1			1
Title 1 Reading Specialist	1				1	
Total	16	6	4	6	3	2

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	10	63%	
Number and percent of Exemplary teachers returning in 2016-2017	6	38%	
Number and percent of Exemplary teachers leaving in 2016-2017	4	26%	
Number and percent of teachers scoring Proficient in 2015-2016	5	33%	
Number and percent of Proficient teachers returning in 2016-2017	4	26%	
Number and percent of Proficient teachers leaving in 2016-2017	1	6%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	1	6%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	1	6%	

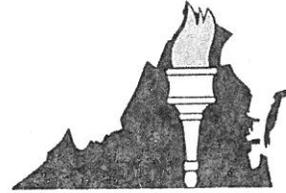
Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained An Educational Position Outside the Division		3			
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)			1		
Left During the School Year		1			
Retired from Profession					
Left Profession/Field		1			
Resigned In Lieu of Dismissal/Termination				1	
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

88 non-duplicate

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Office of School Improvement
Partially Accredited: Reconstituted School Application

Reconstitution Information

During the 2013-2014 school year, Sandston was reconstituted and a new staff and administrative team was brought in to the school due to lack of student achievement as indicated

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

by declining SOL scores. In the 2013-2014 and 2014-2015 school years, the administrative team at Sandston worked to build a positive learning culture for students and positive working/learning culture for teachers. During this reconstitution, teachers were highly trained in Understanding by Design, meaningful formative assessments, Daily 5, and the utilization of Learning Targets. As the team was building from 2013-2015, the school saw a flat line in SOL testing scores. During the 2015-2016 school year, many changes were implemented to ensure that instruction was closely aligned to curriculum frameworks and pacing.

The changes were effective as shown in Sandston's SOL growth of 7 percentage points in reading, 14 points in math, and 25 points in both science and social studies. NWEA data came in strong showing that we are closing academic gaps. In reading, 69% of the 3rd graders met or exceeded their RIT goal.

5th grade came out strong with 62% of the students meeting or exceeding their RIT goal. NWEA Math data was even stronger.

In 5th grade, 76% of the students met or exceeded their RIT goals.

The administrative team created a focus for teachers on curriculum frameworks, Henrico pacing guides and formative assessments. The administrative team then monitored and gave feedback to teacher lesson plans to ensure that the lessons were aligned to curriculum frameworks and county pacing. In addition, administrators ensured that teachers were monitoring student progress daily.

When the administrative team observed teachers through formal observations and walkthroughs, the team would refer to the teacher's lesson plans to ensure instructional alignment and pacing. During post observation conferences, the administrators would refer to the teacher's lesson plans and have the teacher reflect on why the lesson was selected and the utilization of formative assessments. During post observation conferences, the administrative team would ask the teacher to provide classroom data to further discussions on student success.

The administrative team created 4 ½ week summative assessments using Interactive Achievement that was aligned to curriculum frameworks and pacing in grades 2-5. Tests given:

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Grade:	Tests:
2 nd	Reading and Math
3 rd	Reading and Math
4 th	Reading, Math, and Social Studies
5 th :	Reading, Math, and Science

Data from these tests were aggregated by Interactive Achievement and the teachers used this data to establish action plans targeting students with individualized plans. In Kindergarten and 1st grade, teachers would submit running record data from reading as well as formative assessment data in math to determine individual student skill gaps. K-2 also collected PALs data to ensure growth and 3rd-5th grade collected NWEA data. Each grade level also collected Fountas and Pinnell data from fall, mid-year, and spring to ensure student growth. All data points were collected monthly and the staff would meet to discuss their students and their action plans to move these students forward to ensure mastery.

During the 2013-2014 school year, and the 2014-2015 school year, intervention was pushed into the reading block. In the 2015-2016 school year, an unencumbered block of 30 minutes was set aside that was referred to as PIE (Practice, Intervention, and Enrichment). Because most grade levels have two teachers, one teacher would pull “Practice” students, the interventionist would pull “Intervention” students, and another teacher would pull “Enrichment” students. Lessons were based on the action plans the teachers developed utilizing both formative and summative assessment data to provide students with more time for mastery of difficult concepts.

During both the 2013-2014 school year, and the 2014-2015 school year, the Title 1 Reading Specialist spent her time in classrooms pulling small groups of students. During the 2015-2016 school year, the Title 1 Reading Specialist only pulled three groups of children and most of her time was spent in classroom coaching teachers, co-teaching with teachers, and meeting with teachers during their planning times. The Title 1 Reading Specialist also used her time to work very closely with reading interventionists to ensure the effective implementation of quality interventions. The Title 1 Reading Specialist also created the reading assessments for the 4 ½ week summative assessments and worked with teachers to analyze their data and implement good instructional strategies to move their students forward.

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The focus since 2013 has been on Learning Targets where objectives were developed for students in “I can” statements that were written in “kid friendly” language. At the end of the lesson, the teacher would use the Learning Targets to get students to express their understanding of the concept that had been taught. In 2015-2016, teachers ensured that their Learning Targets were tightly aligned to curriculum frameworks. Formative assessments were created based upon the Learning Target.

Sandston experienced so much success utilizing the above mentioned strategies (as indicated by SOL improvements and NWEA scores) that they will continue to be utilized during the upcoming school year.

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
Governance: Sandston Elementary School has used positive behavior interventions which has drastically cut suspensions and time missed from class.	Sandston will continue using positive behavior interventions and will also implement Mindfulness Training this school year to help our teachers create trauma sensitive classrooms.	Many students are homeless, have parents that have been incarcerated, or have parents with addiction issues. These children have experienced much trauma and instability in their lives. By implementing Mindfulness Training, teachers will be able to focus children and teach them to moderate their anxieties to ensure their mind is on learning.
Governance: Discipline was equally shared between the principal and the Resource Teacher.	This school year, the Resource Teacher will take on more responsibility with discipline which will allow the principal more time to focus on instruction.	By realigning administrative duties, the principal will be able to spend 25% more time doing observations, walkthroughs, and instructional feedback on observations, walkthroughs, and lesson plans. The end result will be providing consistently aligned learning opportunities

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Office of School Improvement Partially Accredited: Reconstituted School Application

		for our students. Our percentage of students passing reading will increase by 5 points.
<p>Instructional Program: Sandston teachers were provided weekly feedback on their lesson plans. This practice ensured alignment to curriculum frameworks and pacing as well as giving evidence of formative assessments.</p>	<p>Teachers will submit all of their plans in a folder in Google Docs weekly. The administrative team will cycle through grade level lesson plans every three weeks to provide more in depth and detailed feedback. When looking at grade level plans, all three weeks of plans will be reviewed at the time of review.</p>	<p>Because teachers were given feedback K-5 on all of their lesson plans weekly they had until 6:00 pm on Thursday to turn in their next week's plans. The administrative team would then go through all of the plans and give feedback. This limited the in depth feedback that was needed. By doing K-1 one week, 2-3 the next, and 4-5 the next week, the administrative team will be able to look more closely for alignment and provide more meaningful feedback to teachers.</p>
<p>Instructional Program: The walkthrough form used was very generic and was used for all subjects.</p>	<p>A walkthrough form will be developed specifically for whole group reading, small group reading, math, science, and social studies to provide teachers with meaningful feedback the day of the walkthrough.</p>	<p>Giving teachers "just in time" feedback specific to the "look fors" of each subject will help teachers enhance their instructional practices in the classroom increasing reading scores by 5 points.</p>
<p>Instructional Program: The only take home book program for Sandston Elementary School were library books and Reading A-Z books that were printed out by the teachers and copies were made for the teachers.</p>	<p>Sandston will use Title 1 funds to purchase take home books at a myriad of Fountas and Pinnell levels. The students will use these books in their small group reading groups as their "new read". The next day they will have it as their "re-read" and that day it will go home to be</p>	<p>By having students practice reading every night, Sandston will increase their reading scores by 5 points.</p>

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Office of School Improvement Partially Accredited: Reconstituted School Application

	read for homework and recorded in their reading logs.	
Instructional Program: For small group reading instruction, the expectation was that teachers would have a “re-read”, word study, “new read”, and skill. Teachers would have an hour to meet with all reading groups.	Teachers will be trained on Jan Richardson’s Guided Reading to implement in their small groups and will use this model as they meet with their students on a daily basis.	By ensuring all teachers are using best practices in small groups, we will move our reading scores 5 points.
Instructional Program: Sandston implemented Daily 5 with fidelity that included a “read to self” time where students were reading books of their choice for 15 minutes or more.	Teachers will ensure students have “right fit books” in their book boxes that will include books of student choice. These books will be switched out weekly to ensure student interest. Teachers will monitor students more closely in text to ensure they are reading during their “read to self” time. Students will keep a reading notebook or will be provided with exit tickets where they will record their thoughts of the books they are reading as an accountability measure.	By practicing reading in the classroom, reading “right fit” books of student choice and then writing about their reading will add another layer of reflection and accountability for the student. The teachers will monitor the reading notebooks or exit tickets to ensure the students are developing a love of reading. This will move our reading scores 5 points helping us make accreditation.
Instructional Program: Teachers taught reading whole group for 30 minutes each day. Quality Literature would be used and the students would use graphic organizers to help them build comprehension.	Teachers will continue bringing quality literature into the classrooms and will continue to utilize graphic organizers to help students understand concepts. Teachers will implement more anchor charts and hang them in their classrooms to support and focus students on newly acquired skills.	By incorporating more anchor charts in reading, scores will increase by 5 points helping us make accreditation next school year.

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Office of School Improvement Partially Accredited: Reconstituted School Application

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Literacy: Home/School Reading Connection In October, Sandston will hold Reading Night. During this night, parents will learn the importance of listening to their child read every night. Teachers will develop workshops on ways parents can help their students with reading.</p>	<p>By teaching parents how to help their students in reading, parents will be more likely to provide the necessary assistance to their students.</p>
<p>Literacy: One Book, One School In January each child in the school will be given the same book. The students will bring the book home and read it with their families. There will be daily trivia questions on the morning announcements that will give students an opportunity to win a prize for the correct answer. Chapters will be recorded by Sandston students and posted on a blog page for those students who need the book read to them but have nobody to read it. At the end of the event, Sandston will show a movie aligned to the book that was sent home.</p>	<p>By encouraging literacy in the home, we will increase our SOL scores by 5 points.</p>
<p>Math Night: In February, Sandston will hold a Math night. During the night, the parents will learn strategies to help their students practice mathematical thinking and mathematical fluency.</p>	<p>By encouraging parental support in math and giving parents the skills to help their children, we will increase our math scores by 5 points.</p>
<p>Family Health and Fitness Night: In April, Sandston will have a family Health and Fitness night that will encourage healthy lifestyles through exercise and nutritious eating. The evening will include physical fitness activities on the playground blacktop.</p>	<p>By ensuring students are physically fit and are eating well, students will have the focused energy they need to be ready to learn at school.</p>
<p>Transition Night: In May, Sandston will have a transition night where parents will visit rising</p>	<p>By giving parents information early about the expectations of the rising grade levels, parents</p>

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Office of School Improvement Partially Accredited: Reconstituted School Application

classrooms to understand what their child will learn at that grade level as well as ways parents can help students prepare for the next grade level.	will be able to better prepare their children for the upcoming grade.
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Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	70%	75%	80%	85%
Math	75%	80%	85%	90%
Science	86%	90%	95%	100%
History	85%	90%	95%	100%

Sandston Elementary School has made significant progress this school year based on SOL and NWEA data. This was done by ensuring lessons were aligned to curriculum frameworks, utilizing formative and summative assessment data, and writing and implementing student specific action plans to close achievement gaps at the individual student level. Teachers were focused on the review of student data every 4 ½ weeks and would revisit action plans every 4 ½ weeks to ensure that students were moving forward at their grade level. Staff were able to fill holes before they became craters, and this showed in our positive growth. Utilization of the unencumbered PIE time allowed teachers to implement the action plans they created based on individual student data. Teachers also used their action plans for small group reading and math instruction.

Sandston Elementary School plans to continue moving forward in all SOL areas and make accreditation in reading by increasing our reading pass rate by 5 percentage points. Sandston will focus closely on reading and literacy as we implement Jan Richardson's Guided Reading, a best practice in reading. We will encourage our students to read every night by

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Partially Accredited: Reconstituted School Application

sending books home with our students so they can practice new skills. Teachers will ensure that students have significant and meaningful time in text by allowing them to pick out “right fit” books that the child is interested in to keep in their book box. During “Read to Self” time, students will submit reading journal entries or exit tickets to ensure accountability and understanding. Teachers will incorporate additional anchor charts to keep students focused on what they are learning. Walk-through forms will be aligned to specific subject areas to give teachers informed feedback aligned to best practices and expectations.

Administrators, students, and teachers are all excited about the academic growth we have seen this school year. We are excited to continue implementing best practices to ensure student success. We respectfully request that due to Sandston Elementary School’s significant academic achievement gains, that you consider granting us with Partially Accredited-Reconstituted School status for the 2016-2017 school year.

**Virginia Department of Education
State/Federal Accountability Data
Sandston Elementary
Grades: PK - 05
Henrico County**

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 76%	Gr 3-5: 77%	*59%	66%	63%	70%
Mathematics	84%	*78%	61%	60%	61%	75%
History and Social Sciences	*Gr 3: 89% *Gr 4-8: 76%	Gr 3: 92% Gr 4-8: 87%	79%	78%	71%	85%
Science	Gr 3: 96% Gr 5-8: 93%	Gr 3: 80% Gr 5-8: 80%	*77%	75%	70%	86%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

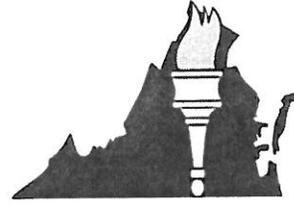
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - Targeted Assistance
2012-2013	2011-2012	Met All Federal AMOs	Title I - Targeted Assistance
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	77%	81%	*60%	62%	61%	65%
English: Writing	70%	56%	65%	70%	N/A	N/A
History and Social Sciences	*82%	90%	82%	67%	63%	80%
Mathematics	84%	*55%	60%	57%	60%	70%
Science	95%	79%	*80%	67%	61%	86%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Henrico County Public Schools

School: Varina Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

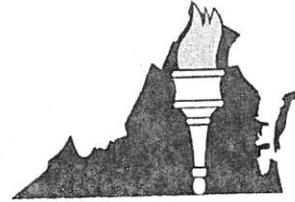
It is the request of Henrico County School Board that Varina Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Michelle F. Ogburn Typed School Board Chair Name

Michelle F. Ogburn School Board Chair Signature

July 18, 2016 Date

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement
Partially Accredited: Reconstituted School Application

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage	
Henrico County		42.51%	
School		Title I Model	
Varina Elementary		n/a	
Grade Level	Enrollment	English Language Learners	Special Education
3	113	1	14
4	122	0	21
5	102	0	18
Total	337	1	53

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement Partially Accredited: Reconstituted School Application

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	58	67	67	68
Mathematics	62	65	70	72
Science	80	72	59*	81
History	82	84	77	74
Graduation and Completion Index (if applicable)				

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
3 Reading	57	75	64	65
4 Reading	57	57	72	64
5 Reading	63	66	60	74
5 Writing	56	61	n/a	n/a
VA Studies	81	77	77	74
3 History	83	91	n/a	n/a
3 Math	49	67	59	73

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4 Math	58	64	75	66
5 Math	69	55	69	76
3 Science	77	80	n/a	n/a
5 Science	84	66	59	80
6 Math	100	n/a	n/a	n/a
Graduation and Completion Index (if applicable)				

Staff Information

For the 2015-2016 school year we had 6 new teachers added to our staff (25%). Those staff members included 2 new 3rd grade teachers, 2 new 5th grade teachers, an art teacher, and a special education teacher involved with a new program (BLISS - Behavior Learning Intervention Support Services). For the coming 2016-2017 school year we have 8 new teachers (1 third grade, 1 fourth grade, 1 fifth grade and 4 special education teachers). Out of 6 special education teachers, 4 will be new to our school. We did add one Autism classroom, so one of the new special education teachers is attached to this program.

The teachers who left this past transferred to other schools within the school division. Two teachers retired. Within the past three years we have had a lot of turnover in staff, with seven of the teachers having 3 years or less experience (28%). However, we have worked hard to support our new teachers, as well as our experienced teachers to meet the needs of our students. Our new teachers are aware of our challenges and are excited to take on these challenges.

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Grade Level/ Content	Number of Teachers	New to School for 2016-2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	N/A					
1	N/A					
2	N/A					
3	5	1	4		1	
4	5	1	2	1	1	1
5	5	1		1	3	1
Special Education	6	4	2	1	2	1
School Counselor	1		1			
Total	22	7	8	2	6	3

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page

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Number and percent of all teachers scoring Exemplary in 2015-2016	0	0%	
Number and percent of Exemplary teachers returning in 2016-2017	0	0%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	9	75%	
Number and percent of Proficient teachers returning in 2016-2017	6	50%	
Number and percent of Proficient teachers leaving in 2016-2017	3	25%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	3	25%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	3	25%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
	Number of All Teachers	Percent of All Teachers	Area of Teaching
Teacher Licensure Information			
Number and percent of teachers fully licensed in 2016-2017	24	96%	
Number and percent of provisionally licensed teachers in 2016-2017	1	4%	
Number and percent of new teachers to the school in 2016-2017	8	32%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	1	4.2%	4th grade

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Principal Information/Instructional Background	
Degree area (s)	Administration & Supervision Prek -12/ Latin Prek-12
Total years of educational experience	27 years
Total years as an Assistant Principal	6 years
Total years as a Principal	11 years

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency		
		Exemplary	Proficient]
*Sought/Obtained Another Position Within the Division	4	0	3	
*Sought/Obtained An Educational Position Outside the Division	0	0	0	0
*Sought/Obtained A Non-Educational Position Outside the Division	0	0	0	0
Advanced in Profession	0	0	0	0
Left Solely for Higher Pay	0	0	0	0
Personal Reasons (family, health, education)	3	0	2	0
Left During the School Year	0	0	0	0
Retired from Profession	1	0	1	0

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Left Profession/Field	0	0	0	0
Resigned In Lieu of Dismissal/Termination	0	0	0	0
Dismissed/Non-Renewed	0	0	0	0
Other Reasons Not Identified Above	0	0	0	0

***non-duplicate**

Reconstitution Information

Over the last three years Varina Elementary has developed a Continuous School Improvement Plan that has focused on reading and math with instruction aligned with the VDOE Curriculum Framework and instructional best practices. In the past four years we have seen growth in reading, math, and science. In math since the 2013 school year we have grown 9.6 % points to a pass rate of 71.8% for the 2016 school year. In science we used a 3 year average to reach accreditation for the 2015 school year. For the 2016 school year we had a pass rate of 80.9% with an increase of 21.7% points. In reading we have seen minimum increase in the pass rate. This year we achieved a pass rate of 68.2% as compared to a 66.7 pass rate during the 2015 school year.

During the last two years teachers have handed in lesson plans for reading and math using a lesson planner that included the SOL objective, Big Idea, objective of the lesson, cognitive level, and formative/cognitive assessment. Administrators provided feedback on the weekly lesson plans. Teachers worked collaboratively with the reading and math coaches to plan lesson plans on a bi-weekly basis. Teachers also created “I Can” statements for each subject and posted them on the board in the front of the room for students to view and teachers to review at the beginning of the lesson.

During this time our staff has participated in professional development in aligning lesson plans with the Curriculum Framework and implementing instructional strategies that increase rigor and relevance. We have also focused on formative assessments to provide instructional feedback to teachers and how to use these assessments to address student academic weaknesses. Other professional development for reading included close reading strategies for 5th grade, Daily 5

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implementation, whole group reading strategies, and Total Participation Techniques for formative assessments. For the 2015-2106 we set goals to increase student reading in the classroom. We focused on instruction in small group guided reading. The Reading Coach met with each grade level to discuss guided reading strategies; focusing and modeling small group guided reading instruction. Formal and walk-through observations provided feedback on this specific area of instruction.

With the addition of the Daily 5, each classroom was provided a large rug for students to meet with the teacher for whole group reading instruction, read to self activities, and well as other reading opportunities for students. Each student was provided a good fit reading box to include good choice books, a reading journal, and a writing journal. During the past two years based upon data teachers focused on non-fiction reading instruction being part of the guided-reading small group instruction, as well as whole group instruction. Cross-curricular instruction was provided in Va. Studies and science in small group reading instruction.

Last year each grade level team met before the school year to map out the year's pacing for each subject and develop an assessment schedule for the year. Each grade level used Interactive Achievement assessments to ensure assessments we aligned with the type of questions students would see on an SOL test.

The past two years we fully implemented an RtI team to work with teachers, interventionists, and administration to address student academic concerns. Three interventionists worked with identified students through the RtI process during our Intervention/Enrichment block with tier 2 students receiving an additional 90 minutes a week in reading and/or math and tier 3 students receiving an additional 120 minutes a week in reading and/or math.

For the past two years we have also focused on increasing our SOL pass rate of Students with Disabilities. Our goal was to decrease the failure rate of Students with Disabilities as compared to All students by 20% in reading and math. In reading we did decrease the failure rate by 24% and in math we decreased the failure rate by 21%. We have provided all our special education teachers as well as the general education collaborative teachers with professional development in co-teaching methods. We have also implemented several new reading programs for identified special education students - SRA corrective reading and comprehension. We believe the increased pass rates for students with disabilities are due to the implementation of these strategies.

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The practices listed below will be implemented during the 2016-2017 school year. The administration and staff fully believe that Varina Elementary will be fully accredited in all subject areas at the end of the 2016-2017 school year.

Mark **all** applicable areas of reconstitution:

Governance

Instructional Program

Staff

Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program: The master schedule was developed for a 2 hour block of reading daily. Each grade level has 5 sections. Two sections had reading at the same time, while the 3 other sections had reading at the same time.</p>	<p>The master schedule was created for the 2016-17 school year in which each grade level teaches reading during a 2 hour block during the same time of school day. This will allow consistent daily reading times and ability grouping during the day.</p>	<p>Increase SOL reading pass rate by 7 percentage points for the 2016-2017 school year. Teachers will see an increase in student performance in reading SOL with an increase in collaboration.</p>
<p>Instructional Program: Quarterly assessments were administered in reading for the first semester. After Semester Benchmark tests, a reading assessment administered through Interactive Achievement and other assessment tools created by the teacher was administered on a three week schedule</p>	<p>A bi-weekly reading assessment schedule will be developed using Interactive Achievement starting at the end of September after Fall Maps and Fountas and Pinnell Benchmark assessments have been given to check reading levels for students. Teachers will keep an google document with student achievement data on the bi-weekly assessments that will</p>	<p>Teachers will be able to identify specific student needs and address those needs through remediation. By April 2017 teacher classrooms will have 80% of their students achieve a pass rate of 75% or higher on bi-weekly assessments.</p>

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	allow for data review and next action-steps.	
Governance: The principal and associate principal divided up teachers who were on cycle for observations. Administrators observed teachers based upon schedule for observation series	The principal and associate principal will review duties to determine what can be removed to increase time in the classroom for instructional feedback. The principal and associate principal will each perform a minimum of 4 walk-throughs and 2 formal observations each week.	Increase instructional feedback on the 4 weekly walk-throughs and 2 formal observations by 20% from the previous school year.

Instructional Program: Each class has an I/E time for 30 minutes used for intervention and enrichment. Each grade level has 5 sections with a two/three split (two classes at the same time with the other three classes with a similar time). Interventionists will pull identified students out for reading support 3 days of week.	Each class will have a daily I/E block in their schedule. I/E block for each grade level will be at the same time each day. This will allow grade levels to ability group for specific skills in reading. Interventionists will pull Tier II students for 90 minutes a week and Tier III students for 120 minutes.	Increase SOL reading pass rate by 7 percentage points for the 2016-2017 school year.
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Governance: During weekly grade level meetings, grade level chairs were expected to take minutes	Grade Level Chairs will be responsible for turning in grade level meeting minutes that include the following in the the	The grade level collaborative planning and pacing for reading will contribute to an increase of 7 percentage points. A 5 point
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<p>on items discussed and submit the notes to the administrative team.</p>	<p>school-wide template: Administrative Actions, Subject Area Planning and Pacing, Intervention Planning and Pacing, Student Academic/Behavioral Concerns, Reminders for the Week, and Next Steps.</p>	<p>increase in math, science, and social studies is also expected on the end of year Standards of Learning assessments, due in part to the intentional and focused collaboration during grade level meetings. Discipline referrals will also decrease by 5% by the end of the 2016-2017 school year due to the Tier 1 positive behavior supports implemented in the classroom after teachers work together during grade level meetings to develop strategies to reach students with behavioral needs.</p>
<p>Governance: Each teacher was required to submit weekly lesson plans for administrative review for each subject area not accredited (math and reading). Instructional feedback was provided to the teachers after the lesson plan review.</p>	<p>The expectation for teachers to submit lesson plans for reading and math will continue. In addition to the template provided last year, teachers will also be required to document the reading strategy being implemented chosen from <i>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</i> by Jennifer Seravallo. This book will be provided to every classroom teacher at Varina and professional development on the strategies will be provided through the county and highlighted throughout the year during faculty meetings. Lesson plan feedback will be provided</p>	<p>Thorough planning of lessons for math and reading will increase student comprehension and academic success. The purposeful implementation of the strategies from <i>The Reading Strategies Book</i> are proven methods that will be a factor in our growth of 7 percentage points in our reading SOL data for the 2016-2017 school year.</p>

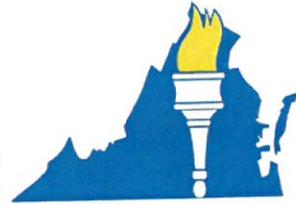
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	from the administrative team to each teacher.	
<p>Instructional Program: The 2015-2016 Professional Development for staff included small group instruction, Daily 5, and Fountas and Pinnell Benchmark administration</p>	<p>Proven professional development methods including effectively implementing close reading, Visible Learning, Professional Learning Communities on Jan Richardson's book <i>The Next Step in Guided Reading</i>, and Fountas and Pinnell literacy will be provided for teachers throughout the year.</p>	<p>The professional development opportunities provided in reading will lead teachers to a deeper understanding of effective instructional tools and methods for teaching reading. The students will benefit from these efforts by acquiring successful reading strategies and meaningful comprehension of a variety of texts. The 2016-2017 reading SOL results will also demonstrate the success of the professional development programs with a 7 percentage point gain in the area of reading.</p>
<p>Instructional Program: Special education students were provided specialized reading instruction using SRA Corrective Reading and Comprehension. Students were pulled daily for 45 minutes during the 2 hour reading block</p>	<p>The master schedule was changed to allow identified special education students to receive specific reading instruction using SRA Corrective Reading and Comprehension daily for 45 minutes outside the 2 hour reading block. This will allow for a genuine double dose of reading instruction.</p>	<p>The failure rate for special education students on the reading SOL test will decrease by at least 15% as compared to the the pass rate of all students.</p>
<p>Staff: The 2nd grade at Mehfoud Elementary and 3rd grade at Varina Elementary had limited</p>	<p>For the 2016-2017 scheduled meetings will be set throughout the school year starting in September to</p>	<p>Increase SOL reading pass rate by 7% points. Increased communication between the two grade levels will allow for</p>

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<p>communication with one another.</p>	<p>discuss common instructional strategies and individual student academic/behavioral needs.</p>	<p>a stronger transition for students coming from 2nd grade to 3rd grade from a different school setting.</p>
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Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p style="text-align: center;">Family Literacy Night</p> <p>In October 2016 Varina Elementary and Mehfoud Elementary will have a Family Literacy Night in which we will invite students and their families to participate in activities which will encourage reading at home. We will also provide strategies in identifying good fit books for their child and strategies to encourage students to read different types of genres. This event will be tied into our school book fair.</p>	<p>The anticipated impact on student achievement will allow parents to implement strategies to encourage their child to read more at home and have an understanding of strategies being used in the classroom to teach literacy to their child. Both of these will contribute to our goal of being fully accredited next year.</p>
<p style="text-align: center;">Family SOL Night</p> <p>In April 2017 We will hold a Family SOL Night in which we will invite parents and students to attend an evening event based on SOLs. Reading/Math coaches will provide an overall view of math and reading instruction. The school counselor will provide strategies on how to prevent testing anxiety and each grade level will present activities on what/how the students have been learning the SOL curriculum.</p>	<p>The anticipated impact on student achievement will be for parents to have a better understanding of expectations and instructional methods that have been used to teach their child in reading and math. These will contribute to our goal of being fully accredited next year.</p>
<p style="text-align: center;">Curriculum Night</p> <p>In November/December each grade level will have a night to invite parents and students to participate in an interactive presentation on our curriculum. Each grade level will share the strategies, activities, and expectations for reading and math with parents, so they can develop a better understanding of what their child needs to be academically successful.</p>	<p>The anticipated impact on student achievement will be for parents to have a better understanding on expectations for improving student achievement and communication between home and school. These will contribute to our goal of being fully accredited for the next school year.</p>
<p style="text-align: center;">Rising 3rd grade Coffee</p> <p>In May 2017 we will invite the parents of rising 3rd grade students to attend a morning coffee.</p>	<p>The anticipated impact on student achievement will be for parents to have a better understanding of expectations for 3rd grade</p>

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<p>During the coffee the principal and counselor will meet with parents to talk about expectations, procedures, policies, and curriculum for the 3rd grade.</p>	<p>(since Varina Elementary will be a new school for them). This will contribute to our goal of being fully accredited next year.</p>
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Closing Rationale with Trajectory of Progress

Varina Elementary has made growth towards accreditation. We have maintained accreditation in 3 subjects (Math, Va. Studies, and Science). We saw growth in Math by 2.1% and in Science by 21.7%. Even though our pass rate in Va. Studies did decrease by 3.3% points, we did maintain accreditation in that area. Our reading pass rate did show growth by 1.5%. Even though that was not enough to reach accreditation, we feel that the strategies that have been put in place the past two years and what will be put in this coming school year will give the results for full accreditation.

We saw growth in the sub-group of students with disabilities. In reading and math we decreased the failure rate between students with disabilities and all students by more than 20%. These gains can be contributed to a focus on instruction for our collaborative classes and implementation of specific reading programs (SRA corrective reading and comprehension) with fidelity to identified students with disabilities. Our staff's focus on creating and implementing lesson plans that follow our school division pacing and are aligned with the VDOE Curriculum Framework and administrative feedback has also been a factor in our increased SOL achievement.

Fifth grade science showed the greatest improvement with a 21.7% point increase. Fifth grade teachers focused on specific needs of students based upon Interactive Achievement results and developed next step action plans to address student needs. The teachers worked hard on maintaining the pace of instruction and alignment with the curriculum framework. Multiple resources also provided support with instruction, such as Young Scientists and the science coach.

This year Varina Elementary did implement/refine new strategies to support reading, such as Daily 5, close reading, and SRA Comprehension for Students with Disabilities. As we continue

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

into the 2016-17 school year, we will continue to use/refine these instructional strategies to support student achievement. With the updates to our master schedule, we anticipate that we will also see improvement in student reading achievement. Grade levels will be able to ability group during our Intervention/Enrichment time and focus on specific needs for students across the grade level. Having reading at the same time for each grade level will allow the reading coach to work with specific teachers by modeling lessons, providing instructional feedback, and assisting with individual student instruction.

Preliminary data has shown that Varina Elementary has maintained and/or improved in all subject areas. We have focused on increasing achievement with our students with disabilities and we have seen great growth in this area. We have seen a large growth in achievement in science. We have maintained accreditation in 3 subject areas this year. With upcoming changes next year we are poised to make growth in reading in order to achieve full accreditation for the 2016-2017 school year.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	68.2%	75%	80%	>80%
Math	71.8%			
Science	80.9%			
History	74.1%			

Varina Elementary
Grades: 03 - 05
Henrico County

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 82%	Gr 3-5: 82%	*75%	67%	67%	68%
Mathematics	87%	*78%	62%	65%	70%	71%
History and Social Sciences	*Gr 3: 77% *Gr 4-8: 81%	Gr 3: 85% Gr 4-8: 81%	82%	84%	77%	74%
Science	Gr 3: 82% Gr 5-8: 81%	Gr 3: 87% Gr 5-8: 93%	*80%	72%	73%	80%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

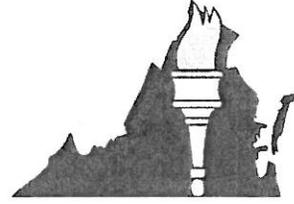
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	81%	80%	*59%	66%	65%	66%
English: Writing	82%	84%	56%	61%	N/A	N/A
History and Social Sciences	*79%	84%	83%	84%	77%	72%
Mathematics	87%	*57%	59%	62%	67%	69%
Science	82%	90%	*80%	73%	59%	79%

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

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Office of School Improvement

Partially Accredited: Reconstituted School Application

Division: Henrico County Public Schools

School: Brookland Middle School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

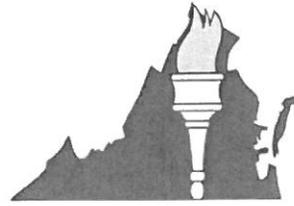
It is the request of Henrico County School Board that Brookland Middle School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Michelle F. Ogburn Typed School Board Chair Name

Michelle F. Ogburn School Board Chair Signature

July 18, 2016 Date

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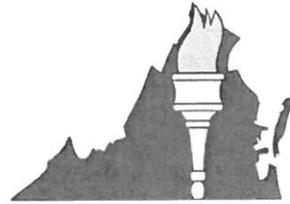
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School Information/Demographics

Division	Free/Reduced Lunch Eligible Percentage		
Henrico	62.40%		
School	Title I Model		
Brookland Middle School	Not Applicable		
Grade Level	Enrollment	English Language Learners	Special Education
6	324	52	67
7	371	51	59
8	336	49	53
Total	1031	152	179

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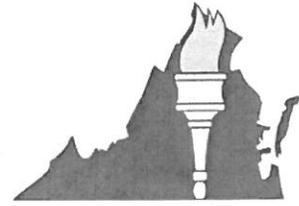
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Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	66	61	60	65
Mathematics	59	53	52	60
Science	69	67	67	69.2%
History	83	73	85	83
Graduation and Completion Index (if applicable)				

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Reading 6	53	56	56	62
Reading 7	68	54	65	72
Reading 8	67	60	53	56

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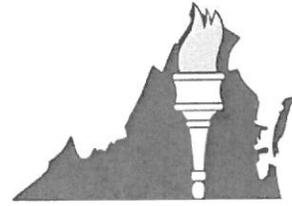
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Writing 8	73	61	51	55
Civics/Economics	89	82	81	80
US History 1	81	61	n/a	n/a
US History 2	77	68	n/a	n/a
World History 1	100	98	100	95
Algebra 1	91	83	92	100
Geometry	96	50	100	88
Math 6	62	57	46	68
Math 7	41	27	42	51
Math 8	50	50	40	55
Earth Science	100	98	98	97
Science 8	58	53	59	61
Graduation and Completion Index (if applicable)				

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
ELA	11		2	3	5	1
Math	11	3	1(2 unhired positions)	4	3	1
Science	8	1	3		2	3
Social Studies	8	1	2	4	1	1
Special Education	14	4	4	4	3	3

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Office of School Improvement

Partially Accredited: Reconstituted School Application

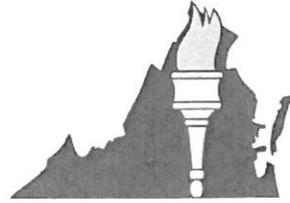
Total	52	9	12	19	14	9
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Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Teacher Performance and Mobility Information			
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0%	
Number and percent of Exemplary teachers returning in 2016-2017	0	0%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	33	57.2%	
Number and percent of Proficient teachers returning in 2016-2017	31	53.8%	
Number and percent of Proficient teachers leaving in 2016-2017	2	3.4%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
	Number of All Teachers	Percent of All Teachers	Area of Teaching
Teacher Licensure Information			

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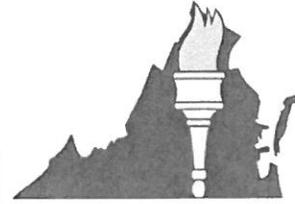
Number and percent of teachers fully licensed in 2016-2017	68	95.76%	
Number and percent of provisionally licensed teachers in 2016-2017	2.5	4.24%	
Number and percent of new teachers to the school in 2016-2017	10	14.16%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	1	1.41%	Life Science
Principal Information/Instructional Background			
Degree area (s)	BA in History; MA in Education Administration; Ed.D. in Education Leadership		
Total years of educational experience	15		
Total years as an Assistant Principal	6		
Total years as a Principal	2		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	0	0	0	0	0
*Sought/Obtained An Educational Position Outside the Division	2	0	0	0	0

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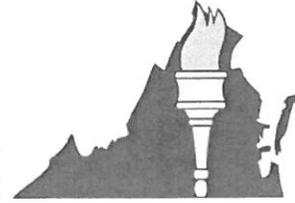


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*Sought/Obtained A Non-Educational Position Outside the Division	0	0	0	0	0
Advanced in Profession	0	0	0	0	0
Left Solely for Higher Pay	1	0	0	0	0
Personal Reasons (family, health, education)	3	0	1	0	0
Left During the School Year	0	0	0	0	0
Retired from Profession	0	0	0	0	0
Left Profession/Field	1		1		
Resigned In Lieu of Dismissal/Termination	0	0	0	0	0
Dismissed/Non-Renewed	0	0	0	0	0
Other Reasons Not Identified Above	0	0	0	0	0

*non-duplicate

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Office of School Improvement Partially Accredited: Reconstituted School Application

Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance

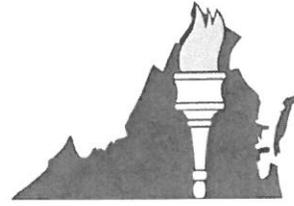
Instructional Program

Staff

Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program: During the 2014-15 school year Brookland Middle School (BMS) explored instructional practices at “like” schools that were experiencing higher student success rates. One seemingly effective strategy was the implementation of double blocked math and English classes. To schedule as many double blocked classes as possible, compliment was maximized by increasing to an eight period day allowing teachers teach 6 classes while maintaining both planning and duty blocks. Although effective, it was not possible to schedule ‘true’ double block classes where the same teacher taught the same students in both sections.</p>	<p>For 2016-2017 BMS is in the process of scheduling double block classes to align teachers and students in both English and math. Based on achievement data, students enrolled in double blocked classes attained higher scores when teachers incorporated learning stations and small group instruction. Professional development sessions and instructional planning for the 2016-2017 school year will target these instructional strategies.</p>	<p>The expansion and effective implementation of double blocked math and English classes will improve student performance in both content areas. Increases in student achievement will be a result of additional and flexible time in the two content areas and refined instructional strategies.</p>
<p>Instructional Program: During</p>	<p>Impending approval for the</p>	<p>The additional support provided</p>

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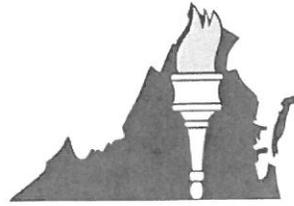


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<p>the 2015-16 school year BMS secured a grant for Extended School Year planning. Planning time supported by the grant focused on creating resources and processes to support the implementation year.</p>	<p>Extended School Year implementation grant for will allow Brookland to identify 50 sixth graders and 50 seventh graders to participate in a program that includes academic instruction, character building, and study skills. The program will be available to students after school, weekends, and on scheduled summer dates.</p>	<p>to the 100 students identified as below grade level in one or more core content areas, will increase student achievement by providing selected students an opportunity to participate in an intensive program aimed at bringing students to grade level comprehension.</p>
<p>Governance: two years three out of four members of the administrative team were assigned to Brookland with a mandate that the school demonstrate improvement in the areas of student achievement and school culture and climate</p>	<p>With a continued focus on targeted and meaningful instruction, the administrative team will continue to spend 75% of each school day supporting teachers in the classroom. Through the observation and evaluation process, administrators will provide meaningful feedback and next steps to teachers.</p>	<p>The increased focus on leadership roles will build capacity of administrators, administrative aides and teachers to take over effective leadership at Brookland.</p>
<p>Student Population: Brookland is one of two zone schools for ESL level 1 students in Henrico county. SOL scores of students assigned to BMS due to their inability to fully participate or reach full academic potential due to their limited capacity with the English language, remain at Brookland</p>	<p>In collaboration with division leaders, it was decided that BMS would continue to serve as and ESL zone school, but SOL scores of students attending the zone program would be calculated with student scores from their assigned school.</p>	<p>The 30-40 students not zoned to Brookland, but who are part of the district's ESL program, will have SOL scores returned to their individually assigned schools. Students will return to their assigned once they exit ESL level 1.</p>

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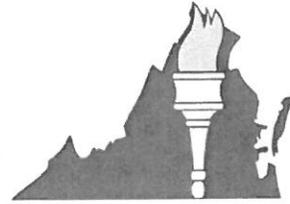


Office of School Improvement

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<p>Instructional Program: Using the pacing guide as a model, teachers taught language arts in modules concluding at the mid-year point. This allowed for intensive review and remediation of missed material.</p>	<p>In 2016-17, English teachers will establish classroom libraries, and will receive professional development training that focuses on a holistic approach to language instruction.</p>	<p>This holistic approach to language arts instruction resulted in significant student growth in another division school. The goal is to replicate those results at Brookland.</p>
<p>Governance: Brookland Middle School hosted fifth grade teachers from their six feeder elementary schools to discuss effective instructional strategies and to identify areas of support the Brookland team could provide to future students.</p>	<p>For 2016-2017 a task force has been established to organize instructional support for the entire feeder pattern, elementary to high school. The task force will coordinate efforts to involve the larger school community in sharing ideas and strategies.</p>	<p>Vertical planning that incorporates all levels of instruction will reinforce strategies to help Brookland to become fully accredited.</p>

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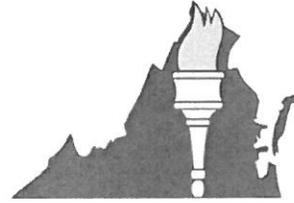


Office of School Improvement Partially Accredited: Reconstituted School Application

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Cub Camp: late August - this is the first opportunity to welcome every parent of incoming 6th graders, discuss expectations, and encourage family engagement by providing ways for parents to take an active role in the success of their child/children.	By encouraging parent involvement and engagement, providing resources, and through consistent communication; parents will understand the growth needed for Brookland to reach accreditation.
Community Outreach Program: throughout the year – Scheduled visits to apartment complexes, churches, and popular recreation centers to share school specific information, available resources, and strategies for success in all content areas.	Teachers and administrators will consistently communicate information regarding all content areas, testing preparation, and available resources with the goal of reinforcing available options to support growth in warned areas
Math Nights: Quarterly – In partnership with the PTSA, invite parents to participate in activities with their students that reinforce math concepts and share ideas for continuing instruction at home.	Parents learn instructional strategies and activities that support math skills that can be reinforced at home.
Literacy Nights: Quarterly – In partnership with the PTSA, invite parents to learn literacy strategies and provide reading materials to reinforce learning strategies at home.	Parents learn strategies and activities that support English skills and can be reinforced at home. Reading materials will be provided for families to continue literacy in the home.
SOL Kick-Off Event: April – Partner with the PTSA to host a Spring celebration to encourage family participation. Offer tutoring sessions and share SOL prep opportunities with parents.	Tutoring sessions will provide instruction and remediation to directly address areas of warning and will provide strategies to parents to reinforce learning at home. Students will be more confident, motivated, and refocused as they

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Office of School Improvement Partially Accredited: Reconstituted School Application

	prepare for testing in the warned areas
Cub Institute Events: throughout the year – with the support of a pending grant, provide additional learning opportunities and related activities that focus on math and English. Parents of the 100 students involved in this program will participate in training sessions and will receive updates on student growth.	The extended school year grant will include opportunities for students identified as below grade level in warned areas, to access additional resources and time to work on individual areas of growth. Parents will receive consistent updates on student progress.

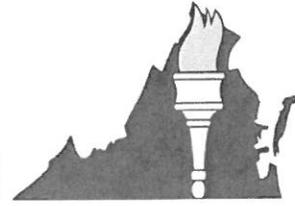
Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	65	75	80	85
Math	60	70	75	80
Science	69	75	80	85
History	83	87	90	93

The Brookland Middle School community has experienced many changes during the three years of accreditation with warning including:

- renovation of the school facilities
- a complete turnover of administrators

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

- an altered master schedule to reflect an eight period day
- a new front office staff
- implementation of a Positive Behavior Interventions and Supports program
- extended programs that include evenings and summer learning opportunities
- many of the non-negotiable processes of how we do business have changed

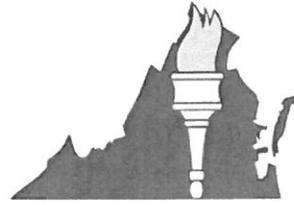
One constant that remained throughout the entirety of this process is the devotion of the school community to ensure that Brookland students reach their highest potential.

We continue to incorporate proven instructional methods with new strategies to challenge students toward academic excellence. Teachers have improved the common lesson planning process by participating in PLCs and collaborating on weekly lesson plans. Administrators participated in and provided meaningful feedback during PLCs and provided specific feedback to online lesson plan submissions. Positive Behavior Intervention and Supports strategies implemented over the last three years and have resulted in improvements in all areas of discipline data and school climate surveys. Brookland's *Reset Program* provides a structure for students aimed at reducing recidivism to the in-school suspension program. Brookland's teachers continue to positively impact school climate by participating on the *Grassroots Teacher Committee* to improve connections among colleagues and provide opportunities for cross-curricular collaboration. The teacher mentor program has expanded to provide continued support for new teachers and teachers that are new to Brookland. This effort has helped to improve teacher retention.

The growth of our school culture is also reflected in improved parent involvement as illustrated through an 178% increase in PTSA membership and through participation in such events as Math Night, Literacy Night, and SOL Kick-off events.

Brookland's English department continues to embrace new opportunities for support and professional growth. Our rockstar department chair was selected to assume the position of

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Office of School Improvement

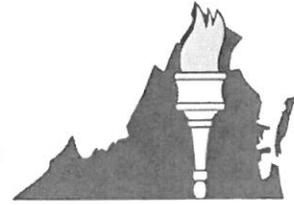
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Reading Coach and she was instrumental in collaborating with teachers in the classroom, during PLCs, and during instructional planning. The English specialist provided valuable professional development opportunities and resources to support student achievement. Brookland's teachers took advantage of resources provided and made effective use of the county provided Book Room. The literacy concepts shared by the English department were not exclusive to Language Arts teachers. Our reading coach also worked with social studies teachers to provide training strategies on leveled texts and writing structures to promote consistent expectations in both content areas. Early indicators of growth were observed when all three grade levels double their projected growth on the NWEA test. The combined efforts of our entire learning community resulted in a 4.2% growth in Language Arts. This is the first time English improvement has been documented since 2011, and is the greatest increase in English SOL scores in 10 years at Brookland.

Math at Brookland has made great strides in the last two years. The new math coach worked individually with teachers to plan engaging lessons and learning opportunities for students.. To reinforce concepts for students identified as below grade level, the math department worked to create double blocked lessons to accelerate student learning. Students who were not identified at the beginning of the year, but were found to be falling behind at the semester mark, were added to Edgenuity online courses that allowed them to work at their individual pace with the support of our most influential teachers. Math PLCs were used to disaggregate data from common biweekly assessments and to plan upcoming shared lessons. Henrico's math specialists joined the administrative team in providing instructional feedback and resources to our teachers. These efforts resulted in the highest SOL scores in all areas of math since 2011. Our math 6 students improved 20% in 2015-2016 alone. With continued support, Brookland is confident that full accreditation will be attained quickly.

This year the Social Studies department welcomed a new teacher to the civics team. The social studies team participated in weekly PLC meetings where common assessment data was

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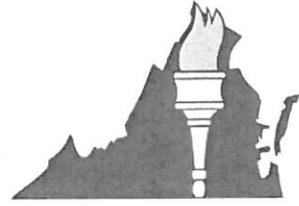
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reviewed. Upon identification of weak areas, strategies were developed to increase student performance. The team incorporated the use of Data Notebooks to encourage students to track individual performance. Students set targets for themselves throughout the year, establishing dual ownership between the teachers and the students. The team collaborated on weekly lesson plans which included specific strategies to improve the instruction of exceptional education students. The team covered all topics in the pacing guide three weeks ahead of schedule. This provided the opportunity to implement an intense, structured review process that focused on small groups, stations and one-on-one instruction. These efforts resulted in a score of 83% a slight decrease of 1.5% (3rd highest score in 10 yrs). While this performance is noteworthy, there is still work to be done to move students to a higher level of performance. Social Studies remains firmly in full accreditation status and teachers will work to continue to build on their success.

The Science department at Brookland saw a change in staffing, resulting in a shift in teaching assignments as well as welcoming new teachers to the team. Throughout the year the team met during weekly PLC meetings and planned lessons together as well as created common assessments and reviewed data. The team was supported by administrators as well as a former HCPS principal and former science teacher. The team provided numerous tutoring opportunities for students and dedicated a significant amount of time on small group work incorporating a variety of instructional strategies. The team also incorporated specific SOL strands from the physical science curriculum within Edgenuity. These efforts resulted in a score of 69%, an increase of 2.3% (first time Science improved since 2010). Teachers will continue to implement the successful strategies utilized this year to make gains toward full accreditation in the next school year.

These collective results illustrate the reversal of decreased performance at Brookland and a movement to sustainable growth toward full accreditation; Brookland continues to close

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Office of School Improvement

Partially Accredited: Reconstituted School Application

identified achievement gaps. Hardworking teachers and devoted stakeholders continue to partner to ensure that Brookland Middle School is a place where powerful learning happens.

Brookland Middle
Grades: 06 - 08
Henrico County

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 86%	Gr 6-8: 85%	*79%	61%	60%	64%
Mathematics	76%	*71%	59%	53%	52%	61%
History and Social Sciences	*Gr 4-8: 72%	Gr 4-8: 77%	83%	73%	85%	83%
Science	Gr 5-8: 89%	Gr 5-8: 88%	*82%	75%	67%	69%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	85%	83%	*63%	57%	58%	61%
English: Writing	87%	85%	73%	61%	51%	58%
History and Social Sciences	*73%	77%	83%	72%	84%	83%
Mathematics	75%	*55%	54%	47%	47%	55%
Science	90%	87%	*68%	64%	63%	67%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Hopewell City Public Schools

School: Patrick Copeland Elementary School

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of School Board that School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Christopher Reber _____ Typed School Board Chair Name

Christopher Reber _____ School Board Chair Signature

7/14/2016 _____ Date

Division: Hopewell City

School: Patrick Copeland Elementary School

School Information/Demographics

Division: Hopewell City			Free/Reduced Lunch Eligible Percentage: 98.72%	
School: Patrick Copeland			Title I Model: Schoolwide	
	Grade Level	Enrollment	English Language Learners	Special Education
	K	119	4	6
	1	126	5	15
	2	121	3	9
	3	104	3	16
	4	120	8	19
	5	80	5	19
	Total	670	28	84

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015- 2016Assessments
English	*76	56	70	66
Mathematics	65	59	65	62
Science	84	79	73	78
History	74	71	80	73
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015- 2016Assessments
Example: English-3 rd grade; EOC English				
English 3	61	44	64	70*
English 4	63	48	60	59*
English 5	62	56	66	71*
Writing 5	57	63	N/A	N/A
Math 3	54	39	50	66*
Math 4	60	65	59	50*
Math 5	55	47	67	67*
Math 6	100	100	100	100*
Science 3	81	77	N/A	N/A
Science 5	69	66	74	73*
History 3	84	85	N/A	N/A
VA Studies	82	74	78	71*
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

*Federal Pass Rates

Division: Hopewell City

School: Patrick Copeland Elementary School

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
KG	6	1	1	0	0	4
1 st	7	0	1	1	2	3
2 nd	6	2	2	2	1	1
3 rd	6	2	2	1	3	0
4 th	5	0	3	1	0	1
5 th	6	1	3	0	2	0
K-3 SPED	2	0	0	0	0	2
4 th SPED	1	1	1	0	0	0
5 th SPED	1	1	1	0	0	0
Speech	1	0	0	1	0	0
Total	41	8	14	6	8	11

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	5	9.4%	
Number and percent of Exemplary teachers returning in 2016-2017	2	3.77%	
Number and percent of Exemplary teachers leaving in 2016-2017	3	5.66%	
Number and percent of teachers scoring Proficient in 2015-2016	45	84.9%	
Number and percent of Proficient teachers returning in 2016-2017	41	77.4%	
Number and percent of Proficient teachers leaving in 2016-2017	4	7.54%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	2	3.77%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	2	3.77%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	45	93.75%	
Number and percent of provisionally licensed teachers in 2016-2017	3	6.25%	
Number and percent of new teachers to the school in 2016-2017	5	10.42%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0%	
Principal Information/Instructional Background			
Degree area (s)	Early Childhood PreK-3		
Total years of educational experience	11		
Total years as an Assistant Principal	3		
Total years as a Principal	1		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.
 *non-duplicate

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	0	0	0	0	0
*Sought/Obtained An Educational Position Outside the Division	0	2	2	0	0
*Sought/Obtained A Non-Educational Position Outside the Division	0	0	0	0	0
Advanced in Profession	0	1	1	0	0
Left Solely for Higher Pay	0	0	0	0	0
Personal Reasons (family, health, education)	0	0	0	0	0
Left During the School Year	0	0	1	0	0
Retired from Profession	0	0	0	0	0
Left Profession/Field	0	0	0	0	0
Resigned In Lieu of Dismissal/Termination	0	0	0	0	0
Dismissed/Non-Renewed	0	0	1	0	0

6

Division: Hopewell City School: Patrick Copeland Elementary School

Other Reasons Not Identified Above	0	0	0	0	0
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Reconstitution Information

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Staff</p> <p>The faculty has largely remained in positions teaching the same grades with the same leadership in each grade which has led to group-think, complacency, factions/cliques and arrested development in certain areas.</p>	<p>Staff</p> <p>A number of staff will be moved to new positions in order to rebalance group dynamics and team strengths. Professional Learning Communities will meet weekly to disaggregate data, plan instruction, and participate in professional development opportunities.</p>	<p>Staff</p> <p>The health of teams will improve with a shared vision and balanced approach which will lead to improved instructional practices and improved student performance of at least three percentage points as measured by the Virginia standards of learning.</p>
<p>Instructional Program/Staff</p> <p>The intervention team (4) have been focused on a model of reading recovery in the area of K-2 reading with a focus on 1st grade with 1:1 support, reaching an average of 32 students per year.</p>	<p>Instructional Program/Staff</p> <p>The intervention team will be reorganized to provide support to all K-5 grades with one interventionist providing support in K-2 Reading, one in 3-5 Reading, one in K-2 Math, and one in 3-5 Math. Interventionists will work with small groups of 3 – 7 students in a flexible model based on need and units of study.</p>	<p>Instructional Program/Staff</p> <p>Academically struggling students will now receive intervention support in the area of math. Intervention will now support grades 3-5 in addition to grades K-2. There will be an increase in students receiving support services base on this model. Due to increased numbers of students receiving support as well as additional grades receiving support, student performance will increase as measured by class work, quizzes, and tests. Additionally, school-wide reading and math SOL scores will improve by a minimum of five percentage points.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program/Staff</p> <p>Teachers have received guidance and feedback regarding their practice from the principal and assistant principal.</p>	<p>Instructional Program/Staff</p> <p>An instructional coach will be added to the faculty. A leadership team comprised of the principal, assistant principal, instructional coach, reading specialist, and math specialist will meet weekly to discuss student and teacher progress and concerns. In addition to existing principal and assistant principal instructional feedback via walk-throughs and observations, a coaching model will be implemented in which the instructional coach, reading specialist, and math specialist will work with selected individuals (one per grade) on a daily basis for nine consecutive weeks (one quarter) in order to observe and provide feedback, model lessons, co-teach, and then observe and provide feedback again through the gradual release model. The focus will be on improving tier one instructional strategies per the Response to Intervention (RtI) model. The reading specialist will work with teachers specifically in the area of reading and the math specialist will work with teachers specifically in the area of math.</p>	<p>Instructional Program/Staff</p> <p>Up to four teachers per grade will receive consistent support for a minimum of a nine week period, which will allow instructional deficiencies to be targeted and corrected, and thereby student learning and performance to improve. Student Growth Percentiles (SGP) for teachers that receive assistance will increase by an average of eight percentage points over the previous school year as measured by STAR Reading and Math data.</p>
<p>Instructional Program</p> <p>Teachers have been following a traditional pacing guide.</p>	<p>Instructional Program</p> <p>An understanding by design (UBD) approach to unit pacing and instruction will be implemented. This will focus on stages one, two and three of unpacking the standards, which will incorporate project based learning in stages two and three.</p>	<p>Instructional Program</p> <p>This implementation will lead teachers to better understanding of both the standards and the objectives, allowing for tier one (RtI) best practices.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program</p> <p>Teachers have been providing instruction using a traditional model by teaching four distinctly separate content areas per a brisk pacing guide.</p>	<p>Instructional Program</p> <p>A group of representative teachers (one KG, one 1st, one 2nd, two 3rd, two 5th) have been selected to be trained and work as a cohort to develop and implement a project-based curriculum that is cross-curricular and focused on deeper learning.</p>	<p>Instructional Program</p> <p>The selected teachers will be the leaders within the school in transitioning towards this new model of learning that will help students develop soft skills and lead to a deeper, fuller understanding of skills and concepts and how they interrelate, which will lead to better preparation for the workforce as well as improved performance on standardized tests. This approach will cover stages two and three of the UbD model.</p>
<p>Instructional Program</p> <p>Teachers have been providing instruction using a traditional model by teaching four distinctly separate content areas per a brisk pacing guide.</p>	<p>Instructional Program</p> <p>The same group of teachers focusing on a project-based learning approach will incorporate a S.T.E.M. (science, technology, engineering, math) philosophy/approach to their project-based work.</p>	<p>Instructional Program</p> <p>Students will be engaged in more investigative and collaborative work that mirrors modern-day career requirements and will engage more fully in their learning.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program</p> <p>Patrick Copeland Elementary has partially implemented an intervention and enrichment block.</p>	<p>Instructional Program</p> <p>Patrick Copeland Elementary will fully implement a intervention and enrichment (I/E) block. The master schedule has been adjusted in order to create a common block for all grade levels in which a focus on intervention and enrichment will take place.</p>	<p>Instructional Program</p> <p>Struggling students will receive additional intervention in order to correct deficiencies and fill gaps, while students that have demonstrated proficiency will have opportunities for challenge and extension activities. This will lead to an average increase in student performance as noted in the projected trajectory table presented at the end of this application: for 2016-2017, LA +5, Math +5, Science +4, History + 3.</p>
<p>Instructional Program</p> <p>Patrick Copeland Elementary has partially implemented a Response to Intervention program.</p>	<p>Instructional Program</p> <p>Patrick Copeland Elementary will fully implement a Response to Intervention (Rtl) program. Professional development will be provided in order to help staff better understand the definitions and model of Rtl and to facilitate and encourage common language regarding tier 1, 2, and 3 support. Understanding by Design (UbD) will strongly support Tier I instruction. Additional tier 2 and 3 interventions will be implemented (math facts addition facts through 9, math addition facts through 18, multiplication facts through 9, beginning sounds, simple sentences, CVCe, 5W, GCDC, K COW, 4H QAR).</p>	<p>Instructional Program</p> <p>Students will receive support based on data that demonstrates their varying ability levels, and faculty will communicate student status and support using common language.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program</p> <p>Teachers try the strategies they are familiar with when working with students, and tend to continue those same strategies regardless of the degree of success.</p>	<p>Instructional Program</p> <p>Each grade level will be provided a pre-referral response to intervention manual which is a book exclusively filled with strategies to address the most common student issues. Teachers will refer to this manual when they find they are struggling to make progress with a student or group of students.</p>	<p>Instructional Program</p> <p>Teachers will implement best practices resulting in typically struggling students will demonstrating increased success. A form will be used and submitted to administration that will indicate what strategies have been tried and proven successful, what strategies have been tried and proven unsuccessful, and what additional strategies the teacher will attempt.</p>
<p>Instructional Program</p> <p>Teachers can only observe other teachers in practice by watching (often dated) professional development videos.</p>	<p>Instructional Program</p> <p>Teachers will be required to use a planning period to observe a peer teacher in practice and will be expected to have a reflective discussion regarding what they learned and intend to implement.</p>	<p>Instructional Program</p> <p>Teachers will learn from on another and improve their practice, thereby improving student learning and scores.</p>
<p>Instructional Program</p> <p>The school vision has been created for the faculty.</p>	<p>Instructional Program</p> <p>The faculty will jointly develop the school vision, and will then develop associated goals, strategies for achieving goals, target dates for achieving goals, and will identify responsible individuals for completing tasks.</p>	<p>Instructional Program</p> <p>The school will have a unified vision and understanding of the intended goals and methods, and will work in unison to achieve. This will result in improved performance by teachers, and thereby improved performance by students.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program</p> <p>Teachers used district created benchmarks in Interactive Achievement to assess students.</p>	<p>Instructional Program</p> <p>Teachers will use pre-made interactive achievement created assessments that are better aligned with SOLs and that provide student growth data, which previous assessments did not. Teachers will have access to assessment questions and professional development will be provided to show teachers how to develop unit tests in IA.</p>	<p>Instructional Program</p> <p>Teachers and administrators will have a more accurate understanding of student ability and student preparedness (due to the assessment being better aligned) for SOL assessments and will be able to adjust accordingly, leading to more effective instruction and thereby improved scores.</p>
<p>Instructional Program (Reading):</p> <p>Guided Reading has been introduced and used without fidelity.</p>	<p>Instructional Program (Reading):</p> <p>Title I will acquire an instructional consultant, Molly Henderson, to assist teachers with Guided Reading and meeting the needs of all students. The consultant will assist teachers by providing training on using data to formulate small groups. Additionally, the consultant will provide observations and feedback on the use of effective best practices.</p>	<p>Instructional Program (Reading):</p> <p>Through provided professional development, teachers will develop their skills and build a consistent routine of a best practice (guided reading) strategy, leading to improved student achievement. This will contribute to the projected increase in SOL reading scores for 2016-2017 of 5 points.</p>
<p>Instructional Program (Math):</p> <p>Guided Math has been introduced and used without fidelity.</p>	<p>Instructional Program (Math):</p> <p>Title I will acquire an instructional consultant, Paul Riccomini, to assist teachers with Guided Math and meeting the needs of all students. Additionally, a division math specialist will assist with training and coordinating implementation. The consultant will assist teachers by providing training on using data to formulate small groups. Additionally, the consultant will provide observations and feedback on the use of effective best practices.</p>	<p>Instructional Program (Reading):</p> <p>Through provided professional development, teachers will develop their skills and build a consistent routine of a best practice (guided reading) strategy, leading to improved student achievement. This will contribute to the projected increase in SOL math scores for 2016-2017 of 5 points.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Staff (Reading and Math):</p> <p>During the 2015-2016 school year, there was not a Director of Organizational Innovation, Training & Efficiency.</p>	<p>Staff (Reading and Math):</p> <p>During the 2016-2017 school year, a district position is being added to include a Director of Organizational Innovation, Training, and Efficiency. The director, with the assistance of the building principal, will identify teachers that are currently effectively providing deeper learning opportunities for their students. These identified teachers will serve as models for other teachers to observe, collaborate with, and support while implementing deeper learning practices.</p>	<p>Staff (Reading and Math):</p> <p>With the director of Organizational Innovation, Training, and Efficiency acting as a guide and a conduit, the school and district will become focused in one direction with best practices that benefit students and lead to stronger understanding and student performance. Six deeper learning laboratory/classrooms will be created for the 2016-2017 school year.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warded Area(s)
Reading and Math: Parents will participate in Orientation. Teachers will discuss homework, logs, and testing. (August 2016)	Teachers, parents, and students start building relationships and partnerships to meet students' needs.
Reading and Math: Students will participate in Kindergarten Kamp. Parents will receive resources and We Both Read book to demonstrate how reading at home can benefit students. Math resources will also be given to parents. (August 2016)	Parents will start receiving resources to assist their children at home. Parents will also be given access to DVDs that show how daily tasks can be turned into learning opportunities.
Reading and Math: Back to School Night will include the Title I overview and the kickoff to "Off to a Running Start." (September 2016)	Parents will learn how Title I programs can benefit their children.
Reading and Math: Parents will participate in mini workshops based on needs of students. Specific parents will be invited to these workshops and will receive resources to reinforce skills at home. (November 2016 – May 2017)	Parent involvement assistant will share additional strategies that parents can do at home to increase competencies.
Reading and Math: The division math specialist will pull small groups of students in each grade level that need additional assistance. Parents of these students will be invited to attend sessions and will receive a resource bag for home.	Math competencies will increase through additional practice at school and home.
Reading: Students and parents will participate in the winter break reading challenge. There will be a parent literacy table to offer additional resources. (December 2016)	The activity will keep students reading over the winter break and encourage parents to read with their children
Science: Students and parents will participate in a science and SNOW fair where students present projects. (January 2017)	This activity increases oral language and knowledge of science concepts. It will also reinforce research and reading skills.
Reading: Students and parents will participate in Bingo for Books. (April 2017)	Students and parents will play bingo to win books. This will encourage reading at home.
Reading, Math, Science, and History: Community members will motivate students to do well on SOL tests through "100 Men Strong" activity. This is combined with a SOL pep rally. (May 2017)	As students enter the building prior to SOL testing, community members "cheer on" students and offer supports. Having the community actively involved will hopefully increase students' confidence levels.
Reading and Math: The parent involvement assistant will assemble learning bags for parents to check out and use at home. After collaborating with K-1 teachers, bags will include resources that will reinforce weak skills. (October 2016 – May 2017)	Parents will have resources to assist parents at home. Having additional remediation will increase SOL scores and reading and math competencies.

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	67	72	76	80
Math	63	68	74	76
Science	79	83	85	87
History	71	74	76	78

Patrick Copeland Elementary is applying for a status of a reconstituted school because both the data and the developed plan suggest that, given the additional time, the school will meet and eventually exceed its benchmarks and earn a status of a fully accreted school.

All actions being taken by the school are specific and targeted with a common goal of improving student performance. The practices are research-based and many changes are substantial. In combination, these strategies/actions will result in consistent gains.

While state data demonstrates an average decrease in scores from the 2014-2015 school year to the 2015-2016 school year, federal data indicates average growth in both reading and math of approximately 4 percentage points, respectively. Additionally, when following a class from 3rd to 5th grade, the federal data indicates great and consistent gains for the group (Reading = +16, +11; Math = +20, +10). Using this information coupled with new practices, it is reasonable to project that scores will typically increase by an average of 4-5 points in early years and increase at a slightly slower pace in later years as the range that the lowest performing students are required to improve upon is greater. Part of this analysis includes the anticipated change to Math SOL assessments in the 2018-2019 school year. The projected score increases are particularly relevant in the areas of reading and math, as additional supports being provided, as well as in science which lends itself especially well to a PBL and STEM model of learning.

While the previous principal of 16 years and assistant principal of 15 years were both beloved and excellent administrators in many regards, new practices at Patrick Copeland will allow for great growth. A new principal in his 2nd year at this school, and a new assistant principal in her first year at the school are reorganizing in an effort to shift the focus from teacher centered to student centered learning. By reorganizing staff and creating more balanced supportive teams, reorganizing supports to be in all grades K-5 in both reading and math, providing targeted support by coaches and specialists for a full nine-week period to our most struggling teachers, implementing a deeper learning model for at least one class in almost every grade via project-based learning and a STEM (science, technology, engineering and math) approach and a plan for increased participation each subsequent year, developing and enforcing a master schedule with a common intervention and enrichment block, utilizing the RtI (response to intervention) model, and reaching our under-performing subgroups both through the aforementioned strategies and through making supportive connections through family engagement initiatives, Patrick Copeland Elementary will make the necessary projected gains.

**Virginia Department of Education
State/Federal Accountability Data
Patrick Copeland Elementary
Grades: KG - 05
Hopewell City**

Attachment P1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 83%	Gr 3-5: 85%	*76%	56%	70%	68%
Mathematics	85%	*76%	65%	59%	65%	64%
History and Social Sciences	*Gr 3: 79% *Gr 4-8: 82%	Gr 3: 85% Gr 4-8: 78%	84%	79%	80%	74%
Science	Gr 3: 87% Gr 5-8: 83%	Gr 3: 90% Gr 5-8: 94%	*74%	71%	73%	80%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	82%	85%	*62%	50%	64%	63%
English: Writing	78%	82%	57%	63%	N/A	N/A
History and Social Sciences	*81%	81%	84%	79%	80%	75%
Mathematics	84%	*55%	61%	55%	60%	61%
Science	85%	92%	*74%	71%	74%	80%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Hopewell City Public Schools

School: Carter G. Woodson Middle School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of School Board that School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Christopher Reber _____ Typed School Board Chair Name

 _____

School Board Chair Signature

7/14/2016 _____

Date

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

School Information/Demographics

Division: Hopewell City			Free/Reduced Lunch Eligible Percentage: 84.75%		
School: Carter G. Woodson			Title I Model: School wide		
	Grade Level	Enrollment	English Language Learners	Special Education	
	6	292	11	42	
	7	302	14	44	
	8	298	8	33	
	Total	892	33	119	

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Office of School Improvement

Partially Accredited: Reconstituted School Application

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	58	62	68	70
Mathematics	69	82	85	85
Science	62	67	71	72
History	82	79	88	83
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English- 3 rd grade; EOC English				
English 6	54	58	64	61*
English 7	59	64	74	78*
English 8	55	58	62	70*
Writing 8	50	51	53	58*
Math 6	66	80	81	82*
Math 7	44	72	73	82*
Math 8	54	71	81	86*
Algebra I	97	100	99	100*
Geometry	84	100	100	100*
Science 8	54	58	63	69*

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Office of School Improvement

Partially Accredited: Reconstituted School Application

Earth Science	98	98	97	96*
US History I	83	77	N/A	N/A
US History II	77	77	N/A	N/A
Civics	84	82	88	83*

*Federal Pass Rates

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
6 th Grade/ELA	4	2	2	0	0	0
6 th Grade/Math	4	0	1	1	1	1
6 th Grade/Science	2	1	0	0	1	0
6 th Grade/History	2	1	0	0	0	1
7 th Grade/ELA	4	2	2	0	0	0
7 th Grade/Math	4	0	1	1	2	0
7 th Grade/Science	2	0	2	0	0	0
7 th Grade/History	2	0	0	1	0	1
8 th Grade/ELA	4	1	0	0	1	2
8 th Grade/Math	4	2	0	1	1	0
8 th Grade/Science	2	0	1	0	1	0
8 th Grade/History	2	2	0	0	0	0
6 th – 8 th Grade Resource Teachers (including READ 180 and	2	0	0	0	0	2

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math interventionalist)						
6 th – 7 th Grade Title I Teachers (Reading and Math)	3	0	0	0	1	2
Special Education	14	4	3	1	3	3
Resource (including electives, math and reading leads)	20	1	0	1	7	11
Total	75	16	12	6	18	23

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of Exemplary teachers returning in 2016-2017	1	2%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	50	98%	
Number and percent of Proficient teachers returning in 2016-2017	37	73%	

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

Number and percent of Proficient teachers leaving in 2016-2017	14	27%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
	Number of All Teachers	Percent of All Teachers	Area of Teaching
Teacher Licensure Information			
Number and percent of teachers fully licensed in 2016-2017	69	92%	
Number and percent of provisionally licensed teachers in 2016-2017	6	8%	
Number and percent of new teachers to the school in 2016-2017	15	20%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	1	1.3%	
Principal Information/Instructional Background			
Degree area (s)	History and Admin and Supervision PreK-12		
Total years of educational experience	17		
Total years as an Assistant Principal	5 years		
Total years as a Principal	7 years		

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Office of School Improvement Partially Accredited: Reconstituted School Application Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			2 (transferred to elementary position and instructional coach)		
*Sought/Obtained An Educational Position Outside the Division			4		
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession			1 (Dean of Students)		
Left Solely for Higher Pay					
Personal Reasons (family, health, education)			4		
Left During the School Year	1 (resigned for health reasons in Dec. 2015)				

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

Retired from Profession			3		
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

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Office of School Improvement Partially Accredited: Reconstituted School Application

Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance **Instructional Program** **Staff** Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program:</p> <p>Teachers instruct from SOLs in weekly lesson plans without the use of an aligned curriculum and make decisions based on the curriculum framework rather than an aligned curriculum.</p> <p>Student learning targets focus students on the content but only at the lesson level and without alignment to a curriculum.</p> <p>Rather than having aligned assessments, teachers usually collect data and share it informally with each other.</p> <p>Weekly planning meetings are held but without an aligned curriculum, teachers are not making data based decisions about closing the gap between current and desired student performance.</p>	<p>Instructional Program: English/Language Arts Tier 1</p> <p>This year, we are extending our three-tiered response to instruction and intervention model to English/Language Arts (Fisher & Frey, 2010).</p> <p>ELA teachers are completing a <i>new aligned curriculum</i> to guide Tier 1 initial instruction, formative assessment, remediation and intervention. This will be the first year that they are teaching Understanding by Design units aligned both to the content and rigor of the tested SOL content (Wiggins & McTighe, 2012). The focus is teaching essential ELA content knowledge and skills and maintaining high standards so that all students master critical concepts (Torgeson, J., et al., 2007).</p> <ol style="list-style-type: none"> 1. Aligned, student-centered instructional practices included in Stage 3 of Understanding by Design (UbD) units include direct, explicit comprehension instruction (Biancarosa & Snow, 2006). UbDs units are collected and archived on Google Drive. 2. Teachers will align <i>new Student Learning Targets (SLTs)</i> to this curriculum and assess each critical skill unpacked in the new curricular unit with a common formative assessment to immediately adjust Tier 1 instruction. Evidence of Student Learning Targets (SLTs) will be collected via lesson plans. 3. A <i>new weekly Professional Learning Community (PLC)</i> agenda has been written to facilitate data-based decision making and revise the unit as well as current instruction. This will improve the ELA instructional program at the same time as it is increasing current student outcomes and closing the gap between current and desired student performance. SLTs and CFAs will be evaluated by teachers in PLCs. PLC agendas will be collected weekly for review, archiving, and to collect proposed changes to CFAs and the UbD units. 4. Classroom coaches will assist in instruction of the new units and reflection on the new Common Formative Assessments (CFAs). CFAs (common formative assessments) will be evaluated by the teachers in the PLC using a CFA rubric. 	<p>Aligned Understanding by Design (UbD) units are expected to increase student achievement on unit tests with the following measurable outcome: 77% of students will achieve 80% or higher on unit tests.</p> <p>Aligned Understanding by Design (UbD) units are expected to increase student achievement on SOL reading tests with the following measurable outcome: Increase of 4% points over 2015-2016 SOL Reading results to achieve a pass rate of $\geq 75\%$ in 2016-2017.</p>

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Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Tier 1 instructional program uses SLTs as written in lesson plans but without an aligned curriculum, SLTs may not be a match in content or cognitive level.</p> <p>Without an aligned curriculum, teachers collect evidence on student skills and content but sometimes miss the deeper understanding and transferable skills.</p> <p>Instruction is based on the lesson level rather than on the unit level. Instruction does not consistently promote big picture and essential understandings and does not provide a road map for students to self-assess their progress along the way.</p>	<p>Instructional Program: English/Language Arts Tier 1 Goal-setting, formative feedback, and student self-assessment</p> <p>As part of the three-tiered response to instruction and intervention model for English/Language Arts (Fisher & Frey, 2010), teachers will use Stage 3 learning activities and Stage 2 common formative assessments within the UbD units to provide feedback to students specifically relating to the Stage 1 desired results. This process of learning fills a gap between what is understood and what is aimed to be understood. The goal will be for feedback to be received and acted upon by students. Hattie's meta-analyses indicate a strong effect size ($d=0.73$) for this.</p> <p>ELA teachers will be trained in August to convert the new teacher-focused UbD units into a student-friendly format. They will follow the evidence-based University of Kansas Center for Research and Learning Strategic Instruction Model (KU-CRL SIM) Unit Organizer steps for each unit. This involves co-constructing a visual organizer with students that helps them see where they are going in the unit, why they are going there, and how to self-assess their progress on the way. Student copies of unit organizers will be collected as evidence of implementation and for fidelity checks. This is a unit-level goal setting method; the lesson-level goal setting will be reflected in the updated SLTs.</p> <p>Many of our proposed new practices rely on implementation of high-yield research-based strategies as identified by John Hattie in <i>Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement</i>. In his analysis, he determined the effect size for over 100 influences on achievement. Hattie writes, "The effect size of 0.40 sets a level where the effects of innovation enhance achievement in such a way that we can notice real-world differences, and this should be a benchmark of such real-world change" (17). He identified that typical effects from teachers are in the range of $d = 0.20$ to $d = 0.40$, which would be what an average teacher can achieve in a year of schooling. Thus, the influences Carter G. Woodson proposes to implement have demonstrated an effect size greater than $d = .40$, which places them in the "Zone of desired effects" (19). Hattie's research shows that influences in the zone of desired effects have the greatest impact on student achievement outcomes. Throughout this plan, we will highlight the effect sizes associated with the influences Carter G. Woodson will be implementing.</p>	<p>It is anticipated that goal setting, formative feedback, and student self-assessment will impact student unit test results. Measurable outcome: unit tests results will yield 77% of students achieving 80% or higher.</p> <p>It is anticipated that goal setting, formative feedback, and student self-assessment will impact SOL reading scores with a measurable increase of 4 percentage points over 2015-2016 SOL Reading results to achieve a pass rate of $\geq 75\%$ in 2016-2017.</p>

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Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Without an aligned curriculum, students are often required to learn complex content and skills in a short amount of time with few opportunities to practice and without consistent monitoring of mastery.</p>	<p>Instructional Program: English/Language Arts Tier 1 Practice skills to fluency As part of the three-tiered response to instruction and intervention model for English/Language Arts (Fisher & Frey, 2010), units will support teachers in implementing spaced practice instead of mass practice by repeated exposure to content and opportunities to practice. Since ELA includes multiple complex tasks that require fluency, this is valuable. Hattie's meta-analyses indicate a strong effect size ($d=0.71$) for this. This is supported by the change from lesson-level to unit-level planning, which can happen now that the new curriculum has been written in unit format.</p>	<p>Measurable outcome: Increase unit test performance to yield 77% of students scoring 80% or higher.</p> <p>Using unit-level planning to implement spaced practice will have a measurable outcome of an increase of 4 percentage points over 2015-2016 SOL Reading results to achieve a pass rate of $\geq 75\%$ in 2016-2017.</p>



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Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Whole group instruction and small group guided reading are used for instruction and delivery of SOL content.</p> <p>Reading strategies are taught but there is not consistent monitoring for fidelity.</p>	<p>Instructional Program: English/Language Arts Tier 1 Teaching student-owned reading strategies</p> <p>As part of the three-tiered response to instruction and intervention model for English/Language Arts (Fisher & Frey, 2010), units will support teachers in implementing explicit instruction and supporting the use of effective comprehension strategies (Kamil et al, 2008; Torgeson, J., et al., 2007). Reading strategy instruction, as laid out in Stage 3 of the new UbD units, supports students in mastering independent learning tasks they will face on the SOL tests and after graduation (Biancarosa & Snow, 2006; Kamil et al, 2008). Teaching student-owned learning strategies has an effect size of $d=0.60$.</p> <p>Teaching student-owned reading strategies in the Tier 1 ELA classroom includes the instructional components of explanation, elaboration, verbal modeling, directed task performance, feedback, and gradually faded supports, has an effect size of $d=0.60$ (over all core content) and $d=0.82$ (for reading comprehension). The approach leads to the learning of meta-cognitive strategies, or “thinking about thinking” ($d=0.69$) and includes the step of student self-questioning ($d=0.64$). Use of self-questioning will help students search for information needed and increase comprehension.</p> <p>SURN Student Engagement walk-through forms will be used to monitor the amount of student-owned strategies that teachers are using, and we expect to see an increase in meta-cognitive evidence solicited.</p> <p>All of these practices are supported by the change from lesson-level to unit-level planning, which can happen now that the new curriculum has been written in unit format.</p>	<p>The outcome of students owning their own reading strategies will produce an increase of 4 percentage points over 2015-2016 SOL Reading results to achieve a pass rate of $\geq 75\%$ in 2016-2017.</p> <p>The outcome of students owning their own reading strategies will be measured via the STAR reading test with students scoring 2 or more grades below grade level averaging grade equivalency gains of at least 1.5 years on at least one STAR test by June 2017.</p> <p>It is also anticipated that student-owned reading strategies will increase unit test performance to yield 77% of students scoring 80% or higher.</p>



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Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>A PLC pilot program was developed for 2015 - 2016 by the math department; however, without an aligned curriculum, ELA teachers are not able to effectively evaluate formative assessment or make data-based decisions.</p>	<p>Instructional Program: English/Language Arts Tier 1 Professional Learning Communities (PLCs) As part of the three-tiered response to instruction and intervention model for English/Language Arts (Fisher & Frey, 2010), units will support teachers in implementing ongoing formative assessment of students that determines how students are progressing under current instructional practices (Biancarosa & Snow, 2006).</p> <p>PLCs have drafted a new agenda (<i>see attached</i>) for weekly data meetings to compare common formative assessment results, engage in reflective discussion and root cause analysis, discuss students and align instruction (Biancarosa & Snow, 2006). Teachers will take action in the classroom after each PLC meeting as well as update the curriculum to reflect their professional learning. UbDs archived via Google Drive will show updates to the curriculum.</p> <p>PLC agendas will record teacher reflective discussions on effective formative assessments.</p>	<p>VDOE Formative Assessment rubric will be used to evaluate CFAs. By January of 2017, ELA teachers will score Proficient on <i>Alignment</i>, Expert on <i>Data Available</i>, Expert on <i>Data Use</i>, and Proficient on <i>Inclusive</i> (see attached rubric).</p> <p>The effective use of PLCs will produce the measurable outcome of an increase of 4 percentage points over 2015-2016 SOL Reading results to achieve a pass rate of $\geq 75\%$ in 2016-2017.</p> <p>It is also anticipated that aligned CFAs and aligned instruction will increase unit test performance to yield 77% of students scoring 80% or higher.</p>

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Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Specialty interventions address inference, sentence writing, and persuasive composition.</p> <p>Teachers use the 30 minute intervention block based on observations rather than data.</p>	<p>Instructional Program: English/Language Arts Tier 2/3 Data-Based Decision-Making</p> <p>The reformed Tier 2/3 intervention team is being revised to handle:</p> <ul style="list-style-type: none"> • data review, including universal and targeted assessments; • screening using research-based, commercial, and locally-constructed protocols; • Tier 2/3 student assignment; • Tier 2/3 professional development and coaching; • Tier 2/3 instructional monitoring (including fidelity of implementation walkthroughs matched to the instructional model on which the intervention is based); • maintenance of student-specific and online intervention data files to make student, school, and division decisions as to student supports; • facilitation of generalization of student-owned strategies into the Tier 1 ELA classroom as well as other core instruction. 	<p>The anticipated impact of the tier 2/3 data-based decision making is an increase in SOL scores with the measurable outcome being an increase of 4 percentage points over the 2015-2016 Reading SOL scores to achieve a 75% pass rate.</p> <p>It is also anticipated that a growth in reading comprehension will be achieved with the measurable outcome being students 2 grades or more below grade level will average 1.5 years growth on a STAR test by June 2017.</p>

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Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Staff to support reading: Title I supported 2 reading specialist/teachers during the 2015-2016 school year. Title I teachers and the lead teacher are strategically placed in classrooms with the greatest needs.</p>	<p>Staff to support reading: Our proposed new practice is, using Title I monies, to add 1 additional reading specialist to increase the count to 3. Title I teachers will be assigned to areas determined by the data to provide evidence-based practices in the Tier 1 instructional program.</p> <p>The Title 1 teacher will provide explicit instruction, verbal modeling, give and formative feedback to students. Additionally, explicit vocabulary instruction will be provided to include word analysis. Finally it is anticipated that our Title 1 teachers will primarily provide small group instruction.</p> <p>Students will be identified by using data which includes: Unit Test results, Benchmark Results, past SOL test scores, STAR reading scores, and Common Formative Assessments.</p>	<p>100% of identified students will be served based on their needs as identified in student data.</p> <p>The anticipated impact of adding an additional reading specialist is an increase in SOL scores with the measurable outcome being an increase of 4 percentage points over the 2015-2016 Reading SOL scores to achieve a 75% pass rate.</p> <p>It is also anticipated that a growth in reading comprehension will be achieved with the measurable outcome being students 2 grades or more below grade level will average 1.5 years growth on a STAR test by June 2017.</p>

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Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>During 2015-2016 school year, a 30 minute intervention block was incorporated into the master schedule. The needs of students are considered by core teachers and placed in skill based intervention groups. Screeners are used to place some students in selected strategic Tier II interventions characterized by Self-regulated strategy development (Reid, Lienemann, & Hagaman, 2013) .</p> <p>Some interventions incorporated explicit instruction, goal setting, progress monitoring, and formative feedback.</p> <p>READ 180 is used as a Tier 2/3 intervention.</p>	<p>Instructional Program: English/Language Arts Tier 2/3 Interventions</p> <p>To address the barriers facing students who did not develop sufficient reading skills prior to middle school, we are implementing additional targeted interventions during the intervention block focused on reading skills. In addition to READ 180 and the KU-CRL SIM interventions, <i>additional ELA targeted interventions</i> will be provided to struggling readers and writers based on data.</p> <ol style="list-style-type: none"> 1. Explicit instruction interventions focus on grade-level ELA SOLs and immediately remediate following the evidence-based I do, we do, you do instructional sequence. Explicit instruction interventions include progress monitoring for mastery. 2. Targeted interventions follow explicit instruction and/or SRSD. 3. 2016-2017 ELA interventions will include: <ol style="list-style-type: none"> 1. Word analysis: Determining meaning from word parts (5th grade and MS levels) 2. Word analysis: Determining meaning from context and usage 3. Fluency intervention 4. Decoding intervention 5. Inference 6. Question-answer relationship (5th / 8th grade) 7. Cause and effect 8. Main idea and detail 9. Sentence writing 10. Persuasive composition <p>Student specific progress monitoring forms will be collected from each intervention.</p> <p>Hattie's meta-analyses and the Reading Next report show the importance and value of planned, deliberate, explicit, and active interventions to teach specific skills. Successful reading requires the development of decoding skills, the development of vocabulary and comprehension, and the learning of specific strategies and processes.</p> <p>Torgeson et al. (2007), Hattie (2008), Kamil et al. (2008) and Birsh (2015) identify two critical areas for Tier 2 intervention: interventions focused primarily on vocabulary and reading comprehension strategies ($d=0.67$) and interventions focused primarily on word reading accuracy and fluency ($d=0.60$). We are including both. Since there is a mean effect size of 0.97 for students receiving vocabulary instruction on reading comprehension of passages containing taught words, we are focusing on affix/root word analysis in addition to context clues. We are adding to our current Just Words decoding intervention another intervention that applies a multisensory approach and combines direct instruction, strategies for recognizing words, and rapid fluency with phonemes. These are highly related to reading decoding as well as comprehension (Birsh, 2015).</p>	<p>The anticipated impact of these tier 2/3 ELA interventions will include a growth in student word attack use. A measurable outcome will be an average increase in the SOL Reading Word Analysis (Category 1) of 10% of 2015 - 2016 Word Analysis category results.</p> <p>As these interventions address specific weaknesses as identified in SOL data, the anticipated impact of these interventions is an increase in SOL scores with the measurable outcome being an increase of 4 percentage points over the 2015-2016 Reading SOL scores to achieve a 75% pass rate.</p>

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Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Staff (Reading and Math): During the 2015-2016 school year, there was not a Director of Organizational Innovation, Training & Efficiency.</p>	<p>Staff (Reading and Math): During the 2016-2017 school year, the school division will support the addition of a Director of Organizational Innovation, Training, and Efficiency.</p>	<p>A focus on project based learning will impact Stage 3 of the UbD units where teachers will outline and describe the ways students will demonstrate what they have learned. The anticipated impact is that students will achieve deeper learning with the measurable outcome being an increase of 4 percentage points over the 2015-2016 Reading SOL scores to achieve a 75% pass rate.</p>
<p>Instructional Program (Writing): During the 2015-2016 school year, students were given three prompts to complete. Students participated in writing lessons to prepare for the 8th grade writing SOL test.</p>	<p>Instructional Program (Writing): As a part of the ELA curriculum writing initiative, teachers are drafting common formative assessments related to grammar, mechanics, and composition during their Professional Learning Community meetings and Understanding by Design Stage 3 student-centered learning activity planning meetings each week. The common formative assessments will be used to address progress monitoring for students and grade level PLC and reflect best practices as the CFAs based on a newly-aligned curriculum and are assessed by rubrics, checklists, and other rapid response feedback methods (Graham & Perin, 2007). In addition, middle school teachers are participating in a division-wide writing alignment team and drafting rubrics.</p>	<p>Measurable outcome is an average growth of 10% for 6, 7, and 8th grades from the Student Growth Assessment (SGA) 1 to the SGA 2 writing benchmarks.</p>

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Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Staff (All Content Areas): During the 2015 - 2016 school year, there was not an instructional coach at the building level.</p>	<p>Staff (All Content Areas): During the 2016-2017 school year, the school division will support the addition of an instructional coach for Carter G. Woodson.</p>	<p>A focus on project based learning will impact Stage 3 of the UbD units where teachers will outline and describe the ways students will demonstrate what they have learned. The anticipated impact is that students will achieve deeper learning across all content areas of the curriculum.</p>

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Family Engagement

During the 2015-2016 school year, Carter G. Woodson held eleven parent involvement activities/workshops and targeted specific families to attend. The target families were generated passed on student failed scores from the Spring 2015 Standards of Learning test in Reading and Math and those These activities provided parents an opportunity to learn new information to impact student achievement or provided resources to assist student at home.

During the 2016-2017 school year, Carter G. Woodson will plan to hold at least fifteen family engagement activities to provide parents an opportunity to learn new information to impact student achievement and will provide resources to assist student at home. One major goal is to use intervention charts to monitor how parent participation increases reading and math competencies with children. Another goal is to expose parents and students to career and college materials.

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Transitional Program: Wildcat Camp (August 2016) to provide parents with an opportunity to become familiar with the middle school environment and learning expectations.	Of the 200 students and parents that attend, there will be an easier transition into middle school and teachers and parents will start the lines of communication.
Reading: Parents will participate in an academic workshop. (October 2016) Teachers and parents will be invited to join an Academic Parent Teacher Team (APTT) where 100 highest priority families are targeted and given resources related to reading standards.	Using intervention charts created using SOL data, students will be tiered, identifying students of the greatest needs. Students scoring "below basic" will be the first group of parents invited to the academic workshop. The students will continue to be assessed and workshops will change based on specific needs of each child.
Reading: Parents and students will participate in Bingo for Books to provide additional reading books to be read at home and to provide opportunities for parents to practice reading strategies. (November 2016 and March 2017)	To increase home libraries, parents will receive at least one book to read at home with their child. Activities will be monitored for effectiveness.
Reading: Ten students' families that are identified using benchmark/STAR data, will be invited to attend Bowl for Books. (December 2016 and March 2017)	Ten students/parents will participate in a workshop to prepare their children for SOLs and to better understand literacy. To build home libraries and practice reading, students will select books to take home.

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Reading: During APTT meetings, an additional 50 families will be invited and will receive resources and strategies to use at home. (October 2016 – May 2017)	Based on intervention charts, students and parents will receive additional strategies to reinforce skills at home.
Reading: Parents and students will participate in a black history reading challenge. (February 2017)	Students will better understand reading nonfiction text, research pertinent information, and present their ideas. This activity will increase understanding of research skills and refine writing skills.
Reading, Math, Science, and History: Parents and students will participate in a Family SOL Carnival. (May 2017)	At least 350 students/parents will review grade appropriate key concepts and tools for preparing students for the SOLs.
Reading, Math, Science, and History: Monthly, newsletters are sent home/posted on the webpage providing tips and activities to improve student performance. Each newsletter will include seven qualities of a good reader and provide websites that can prepare students for SOLs. In addition, the newsletter will include academic vocabulary to build a stronger knowledge base. (September 2016 – June 2017)	Reading and math competencies will increase through additional practice tips shared for home from timely best practice resources.
Reading and Math: Parents and students will participate in quarterly parent outreach workshops. Parents will receive personal invitations to get involved in their child's education. (October 2016 – June 2017)	Each event will build partnerships and share strategies to increase reading and math competencies.

Family Engagement Goal for 2016-2017: Target and Reach 50% of Identified Families (Grades 6, 7, and 8) who are at risk of not passing one or more Virginia Standard of Learning (SOL) Assessments. Target families will be based on failed SOL tests from Spring 2016 and a high absenteeism of over 20 days which includes a behavior factor of missing class due to In School Suspension (ISS) and Out of School Suspension (OSS).

To achieve the goal, we plan to implement the following:

- Increase the use of technology to reach and connect parents to achievement related activities and opportunities. Currently, 132 parents (out of 892) receive texts to communicate activities.

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- Increase communication between teacher and parent on skills required to achieve passing scores on benchmarks and SOL assessments. For example, 80% of the 434 students on the SOL RISK LIST (failed one or more SOL test from previous year) did not participate in any 2015-16 parent involvement activities.
- Improve the opportunity for families to learn and develop new skills to assist their students at home.

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Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	71	75	77	79

Carter G. Woodson Middle School is requesting that Partially Accredited Status be considered due to the following:

Carter G. Woodson Has a Large Population of Economically Disadvantaged Students

Hopewell has a great deal of poverty, and as the only middle school for the city, Carter G. Woodson has the challenge of educating all of the city's children, regardless of their economic status. Our most recent free and reduced lunch measure was near 80%. If only economically disadvantaged students (EDS) are compared to other divisions' EDS, Hopewell is neither excelling beyond nor falling behind. Using VDOE's Build a Table tool, we can compare the 2015 SOL Data for Hopewell's EDS to the EDS of Chesterfield, Dinwiddie County, Goochland County, Hanover County, Henrico County, Petersburg City, and Richmond City's, all of which are neighboring divisions. See results in table below.

School Year	Division Name	Percentage of Economically Disadvantaged in Grade 6	Grade 6 Economically Disadvantaged Reading SOL Pass Percentage
2014-2015	Hopewell City	80%	59%
2014-2015	Chesterfield County	34%	60%
2014-2015	Dinwiddie County	49%	58%
2014-2015	Goochland County	19%	60%
2014-2015	Hanover County	19%	63%
2014-2015	Henrico County	40%	51%
2014-2015	Petersburg City	79%	44%
2014-2015	Richmond City	71%	41%

As the data show, *Carter G. Woodson Middle School students who are economically disadvantaged in the 6th grade achieve SOL pass rates which are similar to other neighboring divisions.* However, with the exception of Petersburg City and Richmond City, Carter G. Woodson has as many as *four times* the

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amount of economically disadvantaged students, which weighs heavily on our SOL pass rates and negatively skews our results. This is not to say that we cannot do better with our economically disadvantaged students. We know we have to improve, and we have put into place programs and practices which will yield significant growth with our low socio-economic status students. As evident in our plan, we are implementing a three-tiered response to intervention model. We believe it is our low socio-economic status students who stand to benefit the most from the additional supports and interventions.

Progress Has Been Made Every Year Towards Accreditation

In 2011-2012, the last year before the new SOL Reading test was implemented, Carter G. Woodson achieved a Reading pass rate of 81%. The first year of the new reading test (2012-2013) saw scores drop significantly to 58%. Carter G. Woodson has made growth every year since on the Reading SOL. Reading SOL pass rate in year 2013-2014: 62%; 2014-2015 Reading SOL pass rate: 68%; Projected Reading SOL pass rate in 2015-2016 of 70.3%. Our plan focuses on a transition to a unit based aligned curriculum, formative assessment, and full implementation of a tiered intervention model. There is a significant research base to support our plan, and we fully believe that our rising trajectory will see us equal or exceed a pass rate of 75% on the Reading SOL test in 2017.

Additional Challenges

Approximately one-third of our students will enter the 6th grade at Carter G. Woodson reading more than 2 grades below grade level. This deficit makes it an enormous challenge to grow these students enough for them to pass an on grade level Reading SOL test. We are implementing reading interventions which we believe will help these students achieve more than one year's growth in their reading levels in only a year's time. It is our utmost desire to have all of our students caught up and reading at grade level by the 8th grade. While we embrace this challenge because it is the right thing to do, we also know that it will help us to achieve full accreditation.

Summary

Carter G. Woodson Middle School is challenged with a majority population of economically disadvantaged students who often come to us reading well below grade level. Despite this challenge, our students are performing comparably to similar students in neighboring divisions, even though we have a much larger population of economically disadvantaged students. Our task is to overcome the challenges of poverty and grow these students so that they achieve results similar to students who have many fewer challenges. We believe that our plan puts in place the appropriate supports and interventions for students so that they can get caught up on where they are deficient while still

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receiving excellent on grade level instruction. For these reasons, we ask to be considered for Partially Accredited Status.

**Virginia Department of Education
State/Federal Accountability Data
Carter G. Woodson Middle
Grades: 06 - 08
Hopewell City**

Attachment P1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 82%	Gr 6-8: 82%	*58%	62%	68%	69%
Mathematics	76%	*70%	69%	82%	85%	86%
History and Social Sciences	*Gr 4-8: 74%	Gr 4-8: 77%	82%	79%	88%	85%
Science	Gr 5-8: 89%	Gr 5-8: 88%	*79%	72%	71%	71%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

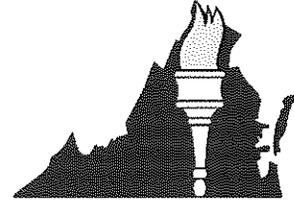
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	78%	78%	*56%	60%	67%	68%
English: Writing	80%	78%	50%	51%	53%	61%
History and Social Sciences	*74%	77%	82%	79%	88%	83%
Mathematics	71%	*51%	61%	77%	81%	82%
Science	88%	88%	*62%	67%	71%	70%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Lancaster County Public Schools

School: Lancaster Middle School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Lancaster County School Board that Lancaster Middle School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Dr. Robert S. Westbrook

Typed School Board Chair Name

Robert S. Westbrook, DDS

School Board Chair Signature

July 12 2016

Date

Division: Lancaster County Public Schools School: Lancaster Middle School

School Information/Demographics

Division: Lancaster County Public Schools			Free/Reduced Lunch Eligible Percentage: Free: 62% Reduced: 6% Total Fr&Red: 68%	
School: Lancaster Middle School			Title I Model: N/A	
	Grade Level	Enrollment	English Language Learners	Special Education
	4th	93	1	14
	5th	72	0	13
	6th	79	0	9
	7th	97	2	15
	8th	89	0	11
	Total	430	3	62

Division: Lancaster County Public Schools School: Lancaster Middle School

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	52	55	61	66
Mathematics	55	58	70	66
Science	49	59	65	65
History	64	65	71	66
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English- Reading: Grade 4	54	55	61	57
English- Reading: Grade 5	49	53	60	76
English- Writing: Grade 5	37	40	N/A	N/A
English- Reading: Grade 6	58	47	65	70
English- Reading: Grade 7	66	53	61	73
English- Reading: Grade 8	49	67	61	60
English- Writing: Grade 8	44	62	50	55
Mathematics- Grade 4	41	55	80	71
Mathematics- Grade 5	44	53	72	82
Mathematics- Grade 6	73	64	69	79

Division: Lancaster County Public Schools School: Lancaster Middle School

Mathematics- Grade 7	58	42	42	22
Mathematics- Grade 8	9	33	48	39
Mathematics- Algebra 1	63	95	100	75
Mathematics- Geometry	93	100	100	100
Science- Grade 5	54	58	64	78
Science- Physical Science: Grade 8	46	60	64	53
History- VA Studies: Grade 4	61	78	75	70
History- History I: Grade 6	53	49	N/A	N/A
History- History II: Grade 7	80	56	N/A	N/A
History- Civics & Economics: Grade 8	61	74	68	64
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Division: Lancaster County Public Schools School: Lancaster Middle School

Staff Information

Our school division, in general, struggles to retain teachers. We are a rural area with little to offer young, single teachers beginning their adult life. Former students of Lancaster County who go on to have a career in teaching often move to the city for more opportunity, so we often hire teachers from out of state or from outside of our county. Many, if not most, of these teachers either return to their home state or relocate to an area where there are more opportunities and higher pay. Often we will train, develop and coach a new teacher and then they will leave our school system to pursue opportunities closer to home or in which they can earn a higher income. Therefore we have to train, develop and coach all over again with a new hire.

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
4th	5	2	2	1	1	1
5th	4	2	2	0	1	1
6th	6	2	5	0	0	1
7th	4	0	2	0	1	1
8th	5	2	3	2	0	0
Reading Support	1	0	0	0	1	0
Special Education	5	3	3	0	0	2
Instructional Assistant	5	0	4	0	1	0
Expanded Core	5	1	1	1	1	2
Total	40	12	22	4	6	8

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	2	5.7%	
Number and percent of Exemplary teachers returning in 2016-2017	1	50%	
Number and percent of Exemplary teachers leaving in 2016-2017	1	50%	
Number and percent of teachers scoring Proficient in 2015-2016	25	71.4%	
Number and percent of Proficient teachers returning in 2016-2017	19	76%	
Number and percent of Proficient teachers leaving in 2016-2017	6	24%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	7	20%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	4	57.1%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	3	42.9%	
Number and percent of teachers scoring Unacceptable in 2015-2016	1	2.9%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	1	100%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	23	66%	
Number and percent of provisionally licensed teachers in 2016-2017	13	37%	
Number and percent of new teachers to the school in 2016-2017	12	32%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0%	
Principal Information/Instructional Background			
Degree area (s)	Elementary Education K-6, Supervision and Administration K-12		
Total years of educational experience	20 years		
Total years as an Assistant Principal	3 years		
Total years as a Principal	1 year		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division		1			
*Sought/Obtained An Educational Position Outside the Division					
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay			1		
Personal Reasons (family, health, education)			3		
Left During the School Year					
Retired from Profession			1		1
Left Profession/Field			1		
Resigned In Lieu of Dismissal/Termination				3	
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

~

Reconstitution Information

Three years ago (prior to academic year 2013-2014) Lancaster Middle School was a school which had minimal support from the local community, staff, parents and families. Staff morale was at an all-time low, discipline referrals were exorbitant (1,357), student absences and tardies were extremely high and SOL scores were remarkably disappointing. A new principal and assistant principal were hired, a dean of students was added to the staff so that discipline could be shared between the dean and the assistant principal and there were 14 new teachers who joined the team. The change of culture and climate began. Climate changed quickly; morale was raised. We began the effort of getting the involvement and support of the community; we need their support and trust. The assistant principal and dean of students at the time spoke to many local organizations and businesses. Community members began to volunteer tutor some students and would come into the school, some even offered to make financial donations for some initiatives. This first change effort was essential. Instruction was, of course, a focus in all content areas, particularly reading. 73% of students were reading two or more grade levels below expected. All Reading teachers in grades 4th – 6th were trained to teach reading in a small group setting, conduct and use running records to tailor reading instruction. Literacy became a school-wide focus the following year and the year after we added the Corrective Reading/Academic Literacy program for all students who were not yet on grade level. We also welcomed new administration at the central office level which further raised expectations. Reading levels continued to grow, steadily and consistently, but slowly. There were large gaps that needed to be closed. We began monthly data meetings with the principal, assistant principal and teams of grade level teachers to discuss student data. This became even more common practice as the years passed and this past year we were meeting bi-weekly and funneled down to specific grade level and content areas discussing individual students. New expectations were put into place this past year and expectations were raised. These changes were resisted by some, but most welcomed them as necessary and purposeful for student achievement. Over the past three years our division-wide instructional coordinators worked closely with administration and staff to evaluate, plan and implement necessary changes and/or improvements to instruction.

Mark all applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Governance: Currently our school has 1 principal and 1 assistant principal to observe, evaluate and provide feedback to teachers.</p>	<p>Governance: We will be hiring a new dean of students with an endorsement in administration and supervision to allow for 3 administrators to observe, evaluate and provide feedback to teachers, thus allowing for more coaching opportunities and staff instructional guidance.</p>	<p>Governance: The addition of a third person to perform and carry out these duties will allow for more prompt and targeted guidance to coach new teachers and teachers in areas of need, raising student achievement outcomes.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Governance: Currently our school has a school leadership team comprised of 1 teacher from each grade level and 1 teacher per content area. This leadership team meets with the principal and assistant principal monthly.</p>	<p>Governance: Our grade level lead teachers will meet bi-weekly with the principal and assistant principal after school to discuss goals, expectations and updates of weekly grade level team meetings. Grade levels will reform their weekly meetings to be student centered and consist of student data, remediation plans and collaboration of instructional strategies. ‘Administrivia’ information will be shared in an alternate manner so these meetings are focused on instruction and student achievement.</p>	<p>Governance: This will assist our students to be viewed as ‘our kids’ versus ‘my kids’ and encourage a team approach to remediating and teaching students skills of weakness; it will allow for implementation of cross curricular practices such as including literacy skills into math, history and science. Reviewing student data across the grade level on a weekly basis will have a direct impact on planning and remediation and enrichment efforts which will increase student achievement.</p>
<p>Governance: Administrator Mentor Currently Lancaster School division does not have an administrator mentor in place.</p>	<p>Governance: Administrator Mentor A VDOE contractor and an administrator mentor will be available as part of the school leadership team to assist in implementing essential elements of the Reconstitution Plan for Lancaster Middle School and Lancaster High School.</p>	<p>Governance: Administrator Mentor This will enable our schools to meet all expectations set forth within our reconstitution application which will provide a measurable outcome evident in our pass rates in the next three and subsequent years.</p>
<p>Governance: We currently have content lead teachers that meet monthly after school with all teachers in their content area.</p>	<p>Governance: Content lead teachers will meet individually on a monthly basis with the principal, assistant principal and division-wide instructional coordinator to review ‘Action Plans’, develop monthly plans and agenda items for the monthly content meetings.</p>	<p>Governance: Meeting with individual content leads will provide opportunities to discuss school-wide student data within specific content areas, review content action plan timeline and determine focus areas to address at the monthly meeting with all teachers within that content area. Agendas will be created.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instruction: Reading, Math, History, Science <i>Tiered Content Action Plans</i> This past year (2015-2016) each content team developed an 'Action Plan' with goals to be met for the year. This was reviewed with content teams and with the school leadership team upon completion, mid-year and again at the close of the school year.</p>	<p>Instruction: Reading, Math, History, Science <i>Tiered Content Action Plans</i> An 'Action Plan' will be developed for each content area. There will be long term and short term goals set that will directly affect student achievement results over the next three years and that will allow for sustainability of student success in achievement data. This plan will be a working document and will be reviewed, updated and checked for progress toward goals in monthly content lead meetings with administrators/instructional coordinators and then in monthly content team meetings.</p>	<p>Instruction: Reading, Math, History, Science <i>Tiered Content Action Plans</i> Creating a plan of action with long-term goals is necessary to meet our trajectory of progress goals, as well as the short term goals, and will guide us in meeting those necessary benchmarks that will help maintain focus on student achievement over the upcoming years. Gains will be evident through SOL pass rates.</p>
<p>Instruction: Science <i>8th Grade Science Pre-Tests</i> Information that 8th graders are tested on in the SOL includes curriculum from grades 6, 7 and 8. Currently we do not do any pretest to analyze which strands from 6 and 7 also need to be covered to prepare for the 8th grade science test.</p>	<p>Instruction: Science <i>8th Grade Science Pre-Tests</i> A pretest which covers both 6th and 7th curriculum will be given to identify areas that need to be retaught from the past 2 years. These strands will be based on the blueprint for the 8th grade science test.</p>	<p>Instruction: Science <i>8th Grade Science Pre-Tests</i> Knowing which strands from grades 6 and 7 are areas which the student's knowledge is minimal will allow re-teaching and remediation of these areas to better prepare students for their SOL in their 8th grade year. Pass rates should increase due to their increased knowledge of these 2 curricula.</p>
<p>Instruction: Reading, Math, History, Science <i>Formative Assessments: Using Results to Guide Instruction</i> This year (2015-2016) we provided training on formative assessments. Teachers developed a better understanding of the purpose of this type of assessment,</p>	<p>Instruction: Reading, Math, History, Science <i>Formative Assessments: Using Results to Guide Instruction</i> Lancaster Middle School administration and LCPS instructional coordinators will continue professional development on formative assessments, but will focus on</p>	<p>Instruction: Reading, Math, History, Science <i>Formative Assessments: Using Results to Guide Instruction</i> By increasing each teacher's ability and comfort level in consistently gathering and using student data through formative assessments instruction will be more</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>shared out and incorporated formative assessments more frequently into their instruction. It is evident that additional training is needed in how to use the information gathered from these assessments, which is crucial.</p>	<p>the key question, 'How do we use the information gathered and how will it affect my instruction?' We will take this development a step further by infusing the collaborative discussions and practice into team meetings, classroom visits (peer to peer) and walkthrough observations. The expectation that the use of formative assessments and using the data to guide instruction will become common practice at Lancaster Middle School. Division-wide instructional coordinators will assist in providing resources and feedback to teachers.</p>	<p>tailored to meet individual needs. This will allow us to respond more promptly to areas in which students do not have mastery and to move students to and from tiers more efficiently. Tiers are recorded and documented in grade level 'Data Cabinets'/Google Sheets.</p>
<p>Instruction: Reading, Math, History, Science <i>Daily D.E.A.R time and Student Goal Setting</i> Our school currently provides opportunities for students to read for enjoyment sporadically. (i.e. when a student finishes an assignment, waiting for bus)</p>	<p>Instruction: Reading, Math, History, Science <i>Daily D.E.A.R time and Student Goal Setting</i> Lancaster Middle School will provide a 20 minute block of time each school day in which every single person in the school will Drop Everything And Read. Although our reading scores and instructional reading levels have improved we need to push further even more than ever to gain the growth needed for all students to be successful readers. This reading time will be when students can choose text of high interest to them, take comprehension quizzes to earn incentive points and/or read text that will enhance skills and understanding in other content areas. Students will have a rotation during this time and on 1 or 2 days a</p>	<p>Instruction: Reading, Math, History, Science <i>Daily D.E.A.R time and Student Goal Setting</i> Research shows that the more often a student reads and comprehends for enjoyment the further their literacy skills will grow. Determining a specific time daily in which every staff member and student reads and has resources to check for comprehension will improve reading and comprehension skills. Furthermore, it will make evident to all that reading and literacy is crucially important in all aspects of education. Important enough for us to schedule a time for it! The Advisory time to offer guidance will enhance student accountability and in turn increase student performance on the SRI (Scholastic reading</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	<p>week they will meet with an assigned advisor within the building staff. This advisor will guide them and support them in self-monitoring grades, planning for study, reviewing individual plans (if in place), and setting personal academic and behavioral goals and the success towards them.</p>	<p>Inventory, quarterly benchmarks, and SOL tests.)</p>
<p>Instruction: Reading, Math, History, Science <i>Designing Block Time</i> We currently have 90 minute blocks for grades 6th – 8th. Individual teachers design their block time and determine how it is segmented for instruction.</p>	<p>Instruction: Reading, Math, History, Science <i>Designing Block Time</i> Our leadership team will develop guidelines for the design of the 90 minute block to incorporate appropriate research based time increments for whole group, small group, guided and independent practice time frames to be used by all content teachers. This will include a time for formative and summative assessments.</p>	<p>Instruction: Reading, Math, History, Science <i>Designing Block Time</i> By providing guidelines for instructional time segments all students will be provided on a daily basis an opportunity for small group instruction. This time will be targeted based on student data. This should increase student mastery of all skills and therefore increase overall student and school-wide achievement rates.</p>
<p>Instruction: Reading, Math, History, Science <i>Adjusting and Updating the Lancaster Middle School Assessment Tools and Calendar</i> This past academic year we eliminated quarterly benchmarks and assessed using some new testing tools. Some teachers wanted the data gained through quarterly benchmarks and therefore gave them anyway, but not all did. It was not required by the division.</p>	<p>Instruction: Reading, Math, History, Science <i>Adjusting and Updating the Lancaster Middle School Assessment Tools and Calendar</i> The administration, division-wide instructional coordinators and the Lancaster Middle School leadership team will meet in August to determine necessary assessment tools to include both required tools and those needed through lead teacher input. A thorough list will be created and will include purposeful and necessary assessments. An assessment calendar for the year 2016-</p>	<p>Instruction: Reading, Math, History, Science <i>Adjusting and Updating the Lancaster Middle School Assessment Tools and Calendar</i> Appropriate assessment tools will provide teachers with purposeful and useful data to determine student mastery and allow for growth predictions. Focusing school-wide instructional objectives will increase overall planning success and allow teachers to place students in appropriate tiers of instruction to achieve success in performance, to include SOL pass rates.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	2017 will be created and dispersed to staff upon return to school. This calendar will also be shared with parents and families.	
<p>Instruction: Reading, Math, History, Science <i>Daily Remediation Sessions</i> Teachers at Lancaster Middle School currently use a 45 minute block 2 days a week to remediate students in skills identified as weaknesses.</p>	<p>Instruction: Reading, Math, History, Science <i>Daily Remediation Sessions</i> Beginning September, 2016 – June, 2017 and continuing throughout future years, teachers in all content areas not meeting the accreditation benchmark will remediate students for 45 minutes 4 days per week. All students who did not pass an SOL the previous year will be provided this remediation session. Post assessments per skill will be given to check for mastery of skills.</p>	<p>Instruction: Reading, Math, History, Science <i>Daily Remediation Sessions</i> More frequent and intense instruction provided either to a small group or to individual students will increase student mastery of skills by providing a “double dose” for students. This increased mastery of skills will provide them the tools to perform better on assessments and the ability to achieve at a higher level on SOL tests.</p>
<p>Instruction: Reading, Math, History, Science <i>Visiting Peer Classrooms</i> Over the past year teachers voluntarily visited colleague classrooms if they wanted to for the betterment of their instructional delivery.</p>	<p>Instruction: Reading, Math, History, Science <i>Visiting Peer Classrooms</i> The teachers will be required to visit their colleague’s classrooms two planning periods per quarter to attain bettering teaching strategies/ideas to use within their own classroom to engage students. An exit ticket will be completed by the visiting teacher to ensure personal reflection and a focus on student engagement and instructional practices.</p>	<p>Instruction: Reading, Math, History, Science <i>Visiting Peer Classrooms</i> Teachers will have the opportunity to gain knowledge of various learning strategies for maximizing engagement of the students. Data regarding student engagement will be gathered through informal walkthroughs and peer classroom visit exit tickets and feedback.</p>
<p>Instruction: Reading and Writing <i>Writing Rubrics Across the Grade Levels and Content Areas</i> Currently our 5th and 8th grade teachers collaborate and use the same rubric for their</p>	<p>Instruction: Reading and Writing <i>Writing Rubrics Across the Grade Levels and Content Areas</i> All teachers in all subject areas would be required to assign a quarterly writing</p>	<p>Instruction: Reading and Writing <i>Writing Rubrics Across the Grade Levels and Content Areas</i> Proper implementation and training of the school-wide rubric will help strengthen the</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
English classes, only.	assessment which requires the student to use the writing rubric. The assessment would be graded based off of the school-wide writing rubric model.	writing skills of all students throughout all subject areas. Our 8 th grade writing scores are very low. Implementing use of the rubric as common practice for self-assessing their writing skills will improve 8 th grade writing SOL scores in the upcoming years.
<p>Instruction: Reading Academic Literacy/Corrective Reading Program</p> <p>A school-wide initiative program was implemented during the 2015-2016 school year that focused on our students that are below grade level in the area of reading. This program is called Corrective Reading.</p>	<p>Instruction: Reading Academic Literacy/Corrective Reading Program</p> <p>The Academic Literacy program will continue within the coming school years to ensure that our students are growing in the areas of reading and continue to gain progress to read individually at or above their grade level. However, in the upcoming years we will schedule this program as a double dose for specific students. This will allow them to attend the 90 minute block to receive reading instruction and then receive Corrective Reading instruction in addition to the block. This past year they received one or the other. We will access all staff to meet needs of determined groups of students.</p>	<p>Instruction: Reading Academic Literacy/Corrective Reading Program</p> <p>Fewer students will be enrolled in the Academic Literacy program each year, due to the success rate and students achieving on grade level reading abilities. This will be shown through increased numbers of students reading on grade level as assessed by the SRI (Scholastic Reading Inventory)</p>
<p>Staffing: Reading, Math, History, Science Changes in Teaching Assignments</p> <p>There are marked grade level and content areas that have either not achieved sufficient scores for more than one year or have not shown acceptable growth which have directly</p>	<p>Staffing: Reading, Math, History, Science Changes in Teaching Assignments</p> <p>Some teachers in the areas which have either not achieved sufficient scores for more than one year or have not shown acceptable growth have been reassigned subject</p>	<p>Staffing: Reading, Math, History, Science Changes in Teaching Assignments</p> <p>Reassignment allows administration to place a teacher in areas of need to promote instructional growth for the teacher and increased pass rates for students on the</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>contributed to decreasing our school-wide pass rate.</p>	<p>area or grade level.</p>	<p>SOL tests.</p>
<p>Staffing: Reading, Math, History, Science Teacher Performance Improvement Plan/s There are marked grade level and content areas that have either not achieved sufficient scores and/or have not shown acceptable growth this year which have directly impacted a decrease in our school-wide pass rate.</p>	<p>Staffing: Reading, Math, History, Science Teacher performance Improvement Plan/s Identified teachers have been placed on a teacher performance improvement plan for the upcoming 2016-2017 academic year. These teachers have been identified through the rating system within the LCPS Teacher Evaluation System. The identified teachers are also teachers which have either not achieved sufficient scores and/or have not shown acceptable growth this year.</p>	<p>Staffing: Reading, Math, History, Science Teacher Performance Improvement Plan The creation and implementation of these teacher performance improvement plans allows the identified teachers to be provided additional resources, coaching, feedback and structure to perform at a level in which greater student academic growth and achievement is reached.</p>
<p>Staffing: Teacher Non-Renewals Over the past year we have worked diligently to adjust our culture to see student needs and student success first and foremost. We have been strategic in determining leadership teams, teaching teams and content teams to benefit students. We have a large portion of teachers who think this way and make all decisions based on 'students first.' We also had a number of teachers who did not think this way and this caused the focus to not always be on the right target. These teachers met with administration throughout the year, were provided guidance and opportunities for change.</p>	<p>Staffing: Teacher Non-Renewals Staff who did not meet the professional expectations and impaired the ability of either themselves or other staff members to provide a positive and productive environment for our students were recommended for non-renewal of contract for the upcoming year.</p>	<p>Staffing: Teacher Non-Renewals A climate and culture in which students come first and students can grow and find success continues to grow as a productive learning environment. This is an essential aspect needed in a successful school.</p>

Family Engagement

<p align="center">Activity Implementation Timeline and Description</p>	<p align="center">Anticipated Impact on Student Achievement in Warned Area(s)</p>
<p>At the beginning of each grading period, grade level teams will develop grade level quarterly newsletters, including upcoming academic information with subject area SOL strands, assignments/projects. Test and quiz dates along with parent resources to assist with parental involvement with student academic achievement. Grade level team leads will be responsible for having this edited and turned in in a timely manner so that it can be sent home on paper with each student and posted on the school website. A recorded phone call will go home so that parents can be on the lookout for this information.</p>	<p>Parents are provided the tools and information to partner with us to better educate their children. This will result in improved student achievement toward school-wide accreditation. Many parents need the tools and to be empowered to help their child know when and what to study, how to plan for and complete projects and to check Powerschool for grades and attendance. Content areas of focus: reading, math, history and science.</p>
<p>Once throughout the school year, the lead teachers will organize a school-wide SOL Family Engagement Night that will help enhance student and parent preparation, along with extra practice strategies for subject area SOLs. We currently have had this organized in past years; however, this plan will help us with our incentive piece of encouraging parents to attend. We will develop incentive ideas with the leadership team to increase attendance.</p>	<p>Helping parents become involved in understanding testing aspects, scoring, how to prepare and the importance of these tests will improve student achievement in all subject areas and help lead Lancaster Middle School toward full accreditation. Content areas of focus: reading, math, history and science.</p>
<p>Yearly school-wide book fair organized by our media specialist to help increase the importance of reading, along with getting all of our students reading within their grade-levels.</p>	<p>Parents who can look at books with their children, discover their areas and genres of high interest can create the importance of reading for pleasure at home. Better reading skills will lead to higher student performance. Content areas of focus: reading</p>
<p>Weekly website and social media updates to ensure parental updates on educational happenings and reliable resources to assist their child academically at home.</p>	<p>Involved parents lead to higher performing students. Our parents need the resources and tools to become and remain actively involved in their students learning. Content areas of focus: reading, math, history and science.</p>
<p>The Lancaster County School Division will be creating a mobile app which will link parents to all pertinent and valuable school resources.</p>	<p>Involved parents lead to higher performing students. Our parents need the resources and tools to become and remain actively involved in their students learning. This resource will provide efficiency for parents, and digital access to the majority of our homes without internet access. Content areas of focus: reading, math, history and science.</p>

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	66	72	75	80
Math	66	71	76	80
Science	65	70	75	80
History	66	71	75	80

Lancaster Middle School is requesting approval for the state rating of *Partially Accredited: Reconstituted School*. We are a school on a path to success, as can be verified by the improvements we have made over the past 3 years in academics, culture and climate. We have achieved overall steady progress on school-wide SOL pass rates over the past 3 years, albeit with a disappointing – yet minimal – decrease in select school-wide pass rates, based on our preliminary results for this year’s testing.

We have made significant growth in subtest scores this year, as noted in the chart below. Unfortunately, subtests for 4th grade Reading, 8th grade Writing, 7th grade Math, 8th grade Math and 8th grade Science were low enough to decrease our school-wide pass rates and we did not meet the state benchmarks. Staffing changes have been identified in our Reconstitution Plan above to address these specific grade level/content areas.

School Year	# of SOL subtests pass rate =>70%	% of SOL subtests pass rate =>70%	% increase from previous year
2013-2014	3 out of 20	15%	n/a
2014-2015	4 out of 20	20%	5%
2015-2016	5 out of 17	28%	8%
Preliminary 2016-2017	10 out of 17	59%	30%

Although our reading inadequacies were so extensive at one time that 73% of our students were reading below grade level, we have implemented corrective programs and have continuously shown growth in reading SOL pass rates school-wide each of the past 4 years and will continue that growth until all of our students have a strong foundation of literacy. As educators, we are looking beyond the short-term and are focusing on providing our students with the best overall education possible, rather than merely setting our sights on passing the SOL’s.

We are confident that we will soon gain full accreditation and we believe it will develop naturally because our students will be better readers and more knowledgeable in all content areas. Yes, we are steadily celebrating our quick wins, but we are ever mindful of our long term goals to become *and remain* a school in which all students can succeed and our SOL pass rates exceed state expectations.

We have two additional challenges that directly affect our students’ academic performance: extremely high rates of student absences and lack of active parental involvement. We will be focusing on both of these areas in the upcoming years as we strive toward improved SOL scores.

If we can continue our present Trajectory of Progress, Lancaster Middle School will become a Blue Ribbon School and we ask that you please provide Lancaster Middle School the opportunity to remain a *Partially Accredited: Reconstituted School* while we work toward this goal. We have full confidence that we will meet the expectations set forth by the state to become *Fully Accredited*

Division: Lancaster County Public Schools School: Lancaster Middle School

within the next three years and never look back, and we hope we have impressed upon you our sense of urgency to accomplish this.

We feel that a rating of *Accreditation Denied* would adversely affect our school morale at the very time that we have been driving the message home to our students and our staff that we are working toward and finding successes, celebrating the growth made in between SOL scores (shown in individual student growth) and have gained vital support from our community in our combined efforts to raise student achievement. The rating you bestow upon us must necessarily send a message to all of our stakeholders and we are asking if that message can be: The Department of Education of the Commonwealth of Virginia believes that Lancaster County Middle School will deliver meaningful, continuous improvement across the board to its students and will soon satisfy all requirements for full accreditation! We hope that we have provided you with sufficient evidence to warrant your approval of this application.

**Virginia Department of Education
State/Federal Accountability Data
Lancaster Middle
Grades: 04 - 08
Lancaster County**

Attachment Q1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 81% Gr 6-8: 82%	Gr 3-5: 76% Gr 6-8: 80%	*52%	55%	61%	65%
Mathematics	80%	*71%	55%	61%	70%	65%
History and Social Sciences	*Gr 4-8: 73%	Gr 4-8: 71%	64%	65%	71%	66%
Science	Gr 5-8: 81%	Gr 5-8: 78%	*49%	59%	65%	66%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

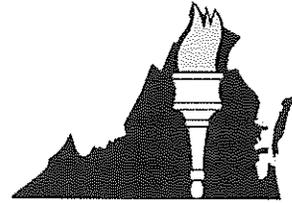
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	82%	76%	*55%	55%	62%	65%
English: Writing	78%	75%	42%	51%	50%	46%
History and Social Sciences	*73%	71%	64%	65%	71%	66%
Mathematics	79%	*54%	50%	58%	68%	63%
Science	81%	78%	*49%	59%	64%	66%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Lancaster County Public Schools

School: Lancaster High School (Latest revision July 13, 2016)

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Lancaster County School Board that Lancaster High School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Dr. Bob Westbrook

Typed School Board Chair Name

Robert S. Westbrook, DDS

School Board Chair Signature

July 18, 2016

Date

Division: Lancaster County Public Schools School: Lancaster High School

School Information/Demographics

Division: Lancaster County Public Schools			Free/Reduced Lunch Eligible Percentage: Free:48% Reduced:6% Total Free & Red:54%	
School: Lancaster High School			Title: N/A Model: N/A	
	Grade Level	Enrollment	English Language Learners	Special Education
	9th	103	2	13
	10th	89	0	17
	11th	96	1	17
	12th	97	0	16
	Total	385	3	63

Division: Lancaster County Public Schools School: Lancaster High School

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	86	84	78	R 80, W 77
Mathematics	58	63	66	38
Science	73	64	79	77
History	67	68	67	70
Graduation and Completion Index (if applicable)	97	95	94	100

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English- Reading: Grade 11	88	83	80	80
English- Writing: Grade 11	82	82	76	77
Mathematics- Algebra I	23	42	35	35
Mathematics- Geometry	55	67	72	43
Mathematics- Algebra II	62	78	89	35
History- World History I	63	61	71	70
Science – Earth Science	66	60	73	74
Science – Biology	72	74	82	88
Science – Chemistry	84	56	81	58
History- World History II	77	76	64	80

Division: Lancaster County Public Schools School: Lancaster High School

History- US History	65	72	66	64
Graduation and Completion Index (if applicable)	97	95	94	100

Staff Information

Our school division, in general, struggles with retaining teachers. We are a rural area with not much to offer a young, single teacher beginning their adult life. Former students of Lancaster County who go on to have a career in teaching often move to the city for more opportunity so we often hire teachers from out of state or from outside of our county. Many, if not most, of these teachers either return to their home state or relocate to an area where there are more opportunities and higher pay. Often we will train, develop and coach a new teacher and then they will leave our school system to pursue employment closer to home or one where they can earn a higher income. Therefore, we have to train, develop and coach all over again with a new hire.

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
Math	4	3	2	0	1	1
Science	4	2	1	1	1	1
History	3	0	0	0	2	1
English	4	0	0	0	4	0
Special Education	4	2	2	0	1	1

Division: Lancaster County Public Schools School: Lancaster High School

Instructional Assistant	2	0	1	0	1	0
Electives	11	2	0	3	3	5
Total	33	9	6	1	10	4

Division: Lancaster County Public Schools School: Lancaster High School

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information				
I am giving my best assessment here. Due to time constraints and "other" issues, this year we used the annual evaluation form, which only listed students we have concerns about the teachers we didn't.		Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016		3	9	
Number and percent of Exemplary teachers returning in 2016-2017		3	9	
Number and percent of Exemplary teachers leaving in 2016-2017		0	0	
Number and percent of teachers scoring Proficient in 2015-2016		21	63	
Number and percent of Proficient teachers returning in 2016-2017		14	42	
Number and percent of Proficient teachers leaving in 2016-2017		7	21	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016		4	12	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017		1	3	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017		3	9	
Number and percent of teachers scoring Unacceptable in 2015-2016		2	6	
Number and percent of Unacceptable teachers returning in 2016-2017		0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017		2	6	
Teacher Licensure Information		Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017		24	72	
Number and percent of provisionally licensed teachers in 2016-2017		4	12	
Number and percent of new teachers to the school in 2016-2017		9	27	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)		3	9	Media Specialist
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)		2	6	
Principal Information/Instructional Background				
Degree area (s)	Major: Communication, Minor: Biology; MEd: Int'l School Admin. & Supv.			
Total years of educational experience	26 years			
Total years as an Assistant Principal	4 years			
Total years as a Principal	11 years			

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	0	0	0	0	
*Sought/Obtained An Educational Position Outside the Division			2	3	
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)			1	1	
Left During the School Year				1	
Retired from Profession			2	1	1
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination				2	
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*nng-duplicate
6

Reconstitution Information

Three years ago (prior to academic year 2013-2014) Lancaster High School was a school which had minimal support from the local community, staff, parents and families. Staff morale was at an all-time low, discipline was inconsistent, and SOL scores were below acceptable standards. A new principal and assistant principal were hired, a dean of students was added to the staff so that discipline could be shared between the dean and the assistant principal and there were 14 new teachers who joined the team. We began the effort of getting the involvement and support of the community; we need their support and trust. The assistant principal and dean of students at the time spoke to many local organizations and businesses. Community members began to volunteer tutor students and would come into the school; some even offered to make financial donations for some initiatives. This first change effort was essential.

Instruction was, of course, a focus in all content areas, particularly math, but reading was also an area of concern as seventy-three percent of students were reading two or more grade levels below. We added the Corrective Reading/Academic Literacy program for all students who were not yet on grade level during SY 2015-2016. Math continued to be a problem due to inability to recruit math teachers. Despite attending educator career fairs, advertising on multiple web sites and personally calling university career centers and word of mouth strategies, efforts to recruit math teachers were unsuccessful. We had no choice but to hire uncertified math teachers, and ultimately use substitutes in math courses, and ultimately math scores continued to fall. Only half of our math teachers were certified for the full course of the school year.

We welcomed new administration at the central office level which further raised expectations during SY 2014-2015. We began monthly data meetings with the principal, assistant principal and teams of grade level teachers to discuss student data. This became even more common practice as the years passed and this past year we worked specific content areas discussing individual students. New expectations were put into place this past year and expectations were raised. These changes were resisted by some, but they were necessary and purposeful for student achievement. Over the past three years our division-wide instructional coordinators worked closely with administration and staff to evaluate, plan and implement necessary changes and/or improvements to instruction.

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Governance: Currently our school has one principal and one assistant principal to observe, evaluate and provide feedback to teachers.</p>	<p>Governance: We will be adding our Dean of Students to our observation schedule to allow for <u>three</u> administrators to observe, evaluate and provide feedback to teachers so that this allows for more coaching opportunities and staff instructional guidance.</p>	<p>Governance: The addition of a third person to the observation rotation to perform and carry out these duties will allow for more prompt and targeted guidance to coach new teachers and teachers in areas of need. A new veteran principal with</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	A new principal with considerable experience working with schools needing to achieve accreditation and improve student academic achievement has been hired.	experience in setting goals, developing teams, and analyzing data to inform decision-making, will help us to maximize our efforts to help all students achieve their maximum potential and for the school to become fully accredited.
<p>Governance: Currently our school has a Leadership Team comprised of Lead Teachers, School Counselors and Administrators. Leadership Team meets with the principal and assistant principal monthly.</p>	<p>Governance: Our grade level lead teachers will meet TWICE a month with the principal and assistant principal after school to discuss goals, expectations and updates. Departments will reform their meetings to be student centered and consist of student data, remediation plans and collaboration of instructional strategies. 'Administrivia' will be shared in an alternate manner so these meetings are focused on instruction and student achievement.</p>	<p>Governance: This will assist our students to be viewed as 'our kids' versus 'my kids' and encourage a team approach to remediating and teaching students skills of weakness; it will allow for implementation of cross curricular practices such as including literacy skills into math, history and science. Reviewing student data across the departments regularly will have a direct impact on planning and remediation and enrichment efforts which will increase student achievement.</p>
<p>Governance: Administrator Mentor Currently the Lancaster School division does not have an administrator mentor in place.</p>	<p>Governance: Administrator Mentor A VDOE contractor and an administrator mentor will be available to assist in implementing essential aspects of the reconstitution plan for Lancaster Middle School and Lancaster High School.</p>	<p>Governance: Administrator Mentor This will enable our schools to meet all expectations set forth within our reconstitution application which will gain us a measurable outcome evident in our Pass Rates in the next three and subsequent years.</p>
<p>Governance: We currently have content lead teachers that meet monthly after school with all teachers in their content area.</p>	<p>Governance: Content lead teachers will meet individually on a monthly basis with the principal, assistant principal and division-wide instructional coordinator to</p>	<p>Governance: Meeting with individual content lead teachers will provide opportunities to discuss school-wide student data within specific content areas, review content action</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	review 'Action Plans', develop monthly plans and agenda items for the monthly content meetings.	plan timeline and determine focus areas to address at the monthly meeting with all teachers within that content area. Agendas will be created.
<p>Instruction: Reading, Math Tiered Content Action Plans This past year (2015-2016) content team did not have 'Action Plans' with goals to be met for the year.</p>	<p>Instruction: Reading, Math Tiered Content Action Plans An 'Action Plan' will be developed for each content area. There will be long term and short term goals set that will directly affect student achievement results over the next three years and that will allow for sustainability of student success in achievement data. This plan will be a working document and will be reviewed, updated and checked for progress toward goals in monthly content lead meetings with administrators/instructional coordinators and then in monthly content team meetings.</p>	<p>Instruction: Reading, Math, Tiered Content Action Plans Creating a plan of action with long-term goals to meet our trajectory of progress goals as well as the short term goals to help us meet necessary benchmarks during the process that will help maintain focus on student achievement over the upcoming years versus temporary gains. Gains will be evident through SOL pass rates.</p>
<p>Instruction: Reading, Math, Formative Assessments: Using Results to Guide Instruction This year (2015-2016) we provided training on formative assessments. Teachers developed a better understanding of the purpose of this type of assessment, shared out and incorporated formative assessments more frequently into their instruction. It is evident that additional training is needed in how to use the information gathered from these assessments, which is crucial.</p>	<p>Instruction: Reading, Math, Formative Assessments: Using Results to Guide Instruction Lancaster High School administration and LCPS instructional coordinators will continue professional development on formative assessments, but will focus on the key question, 'How do we use the information gathered and how will it affect my instruction?' We will take this development a step further by infusing the collaborative discussions and practice into team meetings, classroom visits (peer to peer) and walkthrough observations.</p>	<p>Instruction: Reading, Math, Formative Assessments: Using Results to Guide Instruction By increasing teacher's ability and comfort level in consistently gathering and using student data through formative assessments instruction will be more tailored to meet individual needs. This will allow us to respond more promptly to areas in which students have not mastered and to move students to and from tiers more efficiently. Tiers are recorded and documented in grade level 'Data Cabinets'/Google Sheets.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	<p>The expectation that the use of formative assessments and using the data to guide instruction will become common practice at Lancaster High School. Division-wide instructional coordinators will assist in providing resources and feedback to teachers.</p>	
<p>Instruction: Reading in Elective and non-core subjects. In SY 2015-2016, Lancaster High School teachers began implementing Self Selected Reading (SSR) once per week for 20 minutes into lessons. This was on a scheduled basis and was included in lesson plans and was monitored via classroom observations.</p>	<p>Instruction: Reading in Elective and non-core classes SSR, Student Goal Setting Lancaster High School will provide a 20 minute block of time each school day in which every single person in the school will participate in self-selected reading. Although our reading scores and instructional reading levels have improved we need to push further even more than ever to gain the growth needed for all students to be successful readers. This reading time will be when students can choose text of high interest to them, take comprehension quizzes to earn incentive points and/or read text that will enhance skills and understanding in other content areas. Students will have a rotation during this time and on 1 or 2 days a week they will meet with an assigned advisor within the building staff. This advisor will guide them and support them in self-monitoring grades, planning for study, reviewing individual plans (if in place), and setting personal academic and behavioral goals and the success towards them.</p>	<p>Instruction: Reading Daily SSR time and Student Goal Setting Research shows that the more often a student reads and comprehends for enjoyment the further their literacy skills will grow. Determining a specific time daily in which every staff member and student reads and has resources to check for comprehension will improve reading and comprehension skills. Furthermore, it will make evident to all that reading and literacy is crucially important in all aspects of education. Important enough for us to schedule a time for it! The Advisory time to offer guidance will enhance student accountability and in turn increase student performance on the SRI (Scholastic reading Inventory, quarterly benchmarks, and SOL tests.)</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instruction: Reading, Math <i>Designing Block Time</i> We currently have 90 minute blocks for grades 9th – 12th. Individual teachers design their block time and determine how it is segmented for instruction.</p>	<p>Instruction: Reading, Math <i>Designing Block Time</i> Our leadership team will continue to develop guidelines and provide accompanying professional development for the design of the 90 minute block to incorporate appropriate research based time increments for whole group, small group, guided and independent practice time frames to be used by all content teachers. This will include a time for formative and summative assessments.</p>	<p>Instruction: Reading, Math, History, Science <i>Designing Block Time</i> By providing guidelines for instructional time segments and providing continued professional development, all students will be provided on a daily basis an opportunity for small group instruction. This time will be targeted based on student data. This should increase student mastery of all skills and therefore increase overall student and school-wide achievement rates.</p>
<p>Instruction: Reading, Math <i>Benchmark Assessments</i> This past academic year LHS eliminated quarterly benchmarks. Benchmarks were not required by the division.</p>	<p>Instruction: Reading, Math <i>Benchmark Assessments</i> The administration, division-wide instructional coordinators and the Lancaster High School leadership team will meet in August to discuss implementation of a timely and effective benchmark testing strategy. An emphasis on thorough analysis of data to insure curriculum alignment, mastery of material and monitoring student progress so that course corrections may be made as needed, in a timely fashion. An assessment calendar for the year 2016-2017 will be created and dispersed to staff upon return to school. This calendar will also be shared with parents and families</p>	<p>Instruction: Reading, Math <i>Benchmark Assessments</i> Having the appropriate benchmark data which provides teachers with purposeful and useful information to determine mastery. It will also allow for growth predictions and school-wide instructional focuses will hone overall planning as well as allow teachers to tier students to provide appropriate instruction for success in performance to include SOL pass rates.</p>
<p>Instruction: Reading, Math <i>Daily Remediation Sessions</i> Teachers at Lancaster High School currently offer tutoring 2 days a week to remediate students in skills identified as weaknesses.</p>	<p>Instruction: Reading, Math <i>Daily Remediation Sessions</i> Beginning September, 2016 – June, 2017 SOL remediation courses will be included into the Master Schedule and students who are missing or</p>	<p>Instruction: Reading, Math <i>Daily Remediation Sessions</i> More frequent and focused instruction provided to either small groups or individuals will increase student mastery of skills and will provide a</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	needing remediation will be required to attend. In addition, the after school remediation sessions will continue. Pre/Post assessments per skill will be given to check for mastery of skills.	double dose for students. This increased mastery of skills will allow them to perform better on EOC assessments.
<p>Instruction: Reading, Math <i>Visiting Peer Classrooms</i> Over the past year teachers voluntarily visited colleague classrooms if they wanted to for the betterment of their instructional delivery.</p>	<p>Instruction: Reading, Math <i>Visiting Peer Classrooms</i> The teachers will be required to visit their colleague's classrooms for two 30-minute observations per 9-weeks to attain better teaching strategies/ideas to use within their own classroom to engage students. A peer observation form will be completed by the visiting teacher to ensure personal reflection and a focus on student engagement and instructional practices. It will also provide feedback to the teacher being observed.</p>	<p>Instruction: Reading, Math <i>Visiting Peer Classrooms</i> Teachers will be granted the opportunity to gain knowledge of various learning strategies to maintain engagement of the students. Rate of student engagement will be gathered through informal walkthroughs and peer classroom feedback.</p>
<p>Instruction: Reading and Writing <i>Implementation of the "My Access" Writing Rubrics Across the Grade Levels and Content Areas</i> Currently our teachers, including English and non-English teachers do not consistently use the same rubric for writing assignments.</p>	<p>Instruction: Reading and Writing <i>Writing Rubrics Across the Grade Levels and Content Areas</i> All teachers in all subject areas would be required to assign a quarterly writing assessment which requires the student to use the writing rubric. The assessment would be graded based off of the school-wide SOL writing rubric model and the use of the "My Access" Writing Program.</p>	<p>Instruction: Reading and Writing <i>Writing Rubrics Across the Grade Levels and Content Areas</i> Proper implementation and training of the school-wide SOL rubric and the use of the "My Access" Writing program will be used to help strengthen writing skills of all students throughout all subject areas. This will help students in developing better writing skills and making the use of the rubric common practice for self-assessing their writing which will improve writing SOL scores in the upcoming years</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instruction: Reading Academic Literacy/Corrective Reading Program A school-wide initiative program was implemented during the 2015-2016 school year that focused on our students that are below grade level in the area of reading. This program is called Corrective Reading. The term had negative connotations, so this year the program will be referred to as Academic Literacy.</p>	<p>Instruction: Reading Academic Literacy/Corrective Reading Program The Corrective Reading Program (Academic Literacy) program will continue within the coming school years to ensure that our students are growing in the areas of reading and continue to gain progress to read individually at or above their grade level. However, this course is in addition to the students' regular English class. This will allow them to attend the 90 minute block to receive English instruction and then receive Corrective Reading instruction in addition to the block. We will access all staff to meet needs of determined groups of students.</p>	<p>Instruction: Reading Academic Literacy/Corrective Reading Program Fewer students will be enrolled in the Academic Literacy program each year, due to the success rate and students achieving on grade level reading abilities. This will be shown through increased numbers of students reading on grade level as assessed by the SRI (Scholastic Reading Inventory)</p>
<p>Staffing: Reading, Math Changes in Teaching Assignments There are marked content areas that have either not achieved sufficient scores for more than one year or have not shown acceptable growth which have directly contributed to decreasing our school-wide pass rate.</p>	<p>Staffing: Reading, Math Changes in Teaching Assignments Some teachers in the areas which have either not achieved sufficient scores for more than one year or have not shown acceptable growth have been reassigned subject areas to maximize "cross training" with another teacher of the same subject.</p>	<p>Staffing: Reading, Math Changes in Teaching Assignments This allows administration to assign a teacher to be placed in these areas to provide instruction which leads to growth and increased pass rates on the SOL tests.</p>
<p>Staffing: Reading, Math Teacher Performance Improvement Plan/s There are content areas and/or specific teachers that have either not achieved sufficient scores and/or have not shown acceptable growth this year which have directly impacted a decrease in our school-wide</p>	<p>Staffing: Reading, Math Teacher performance Improvement Plan/s Identified teachers will be placed on a teacher performance improvement plan for the upcoming 2016-2017 academic year. These teachers have been identified through the rating system</p>	<p>Staffing: Reading, Math Teacher Performance Improvement Plan The creation and implementation of these teacher performance improvement plans allows the identified teachers to be provided additional resources, coaching, feedback and</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
pass rate.	within the LCPS Teacher Evaluation System. The identified teachers are also teachers which have either not achieved sufficient scores and/or have not shown acceptable growth this year.	structure to perform at a level in which greater student academic growth and achievement is reached.
<p>Staffing: Teacher Non-Renewals Over the past year we have worked diligently to adjust our culture to see student needs and student success first and foremost. We have been strategic in determining leadership teams, teaching teams and content teams to benefit students. We have a large portion of teachers who think this way and make all decisions based on 'students first.' We also had a number of teachers who did not think this way and this caused the focus to not always be on the right target. These teachers met with administration throughout the year, were provided guidance and opportunities for change.</p>	<p>Staffing: Teacher Non-Renewals Staff who did not meet the professional expectations and impaired the ability of either themselves or other staff members to provide a positive and productive environment for our students were recommended for non-renewal of contract for the upcoming year.</p>	<p>Staffing: Teacher Non-Renewals A climate and culture in which students come first and students can grow and find success continues to grow as a productive learning environment. This is an essential aspect needed in a successful school.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
At the beginning of each month, LHS will publish a monthly newsletter, including upcoming academic information with subject area SOL strands, assignments/projects. Counselors and Administrators will also include pertinent information. Extracurricular activities and/or athletic teams will also have announcements. This newsletter will be delivered to parents, as well as posted on the school website. A recorded phone call will go home so that parents can be on the lookout for this information.	Parents are granted the tools and information to help their child take responsibility and to be accountable for academic success which will result in improved student achievement toward school-wide accreditation. Many parents need the tools and to be empowered to help their child know when and what to study, how to plan for and complete projects and to check Powerschool for grades and attendance. An informed parent and student population is a more invested population. Content areas of focus: reading and math
LHS will reinstitute the long inactive Parent Teacher Organization that will help invest parents in the overall success of the high school. We will develop incentive ideas with the leadership team to increase attendance.	Helping parents become involved in understanding how the school is working to improve academic success, enlisting their help in those improvement efforts, as well as taking advantage of their collective wisdom will improve student achievement in all subject areas and help lead Lancaster High School toward full accreditation. Content areas of focus: reading and math
Yearly school-wide book fair organized by our media specialist to help increase the importance of reading, along with getting all of our students reading within their grade-levels.	Parents who can share interests with their children (no matter their age), can promote the importance of reading for pleasure at home. Better reading skills will lead to higher student performance. Content areas of focus: reading
Weekly website and social media updates to ensure parental updates on educational happenings and reliable resources to assist their child academically at home.	Involved parents lead to higher performing students. Our parents need the resources and tools to become and remain actively involved in their students learning. Content areas of focus: reading and math
The Lancaster County School division will be creating a mobile app which will link parents to all pertinent and valuable school resources.	Involved parents lead to higher performing students. Our parents need the resources and tools to become and remain actively involved in their students learning. This resource will provide efficiency for parents. Content areas of focus: reading and math

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	78	R-80, W-77	82	85
Math	66	38	70	80
Science	79	77	80	85
History	67	70	75	80

Lancaster High School is requesting approval for the state accreditation rating of *Partially Accredited: Reconstituted School*. We are a school on a path to success. Currently, our scores are passing in every area except one - mathematics. Staffing changes have been identified in our Reconstitution Plan above to address all content areas. Of course, we will continue to work to increase academic success in all areas.

	# of SOL subtests with a pass rate => 70%	% of SOL subtests with a pass rate => 70%	% increase from previous year
2013-2014	5 out of 11	45%	N/A
2014-2015	6 out of 11	55%	22%
2015-2016	8 out of 11	72%	30%
Preliminary 2016-2017	6 out of 11	55%	-23%

We, as educators, have learned so much over the past few years and have grown tremendously as a school. We are focusing on raising student achievement, rather than just simply passing the SOL's. We believe in teaching our students how to not only answer questions, but to ask the right questions. Our scores do not reflect the many strides we have taken in improving the learning environment at LHS. We hope to continue this process as we move into this new school year. We continue to improve instruction and the ability to deliver instruction so that all our students reach their full potential. We are steadily celebrating our quick wins, but have long term goals which we are developing in order to improve as a school. We are striving to build capacity to become and *remain* a school in which ALL students can succeed. In working toward our long term goals and meeting them, we will, in turn, achieve SOL pass rates that exceed state expectations, not just meet them.

Two additional challenges at LHS that directly affect academic performance are student absences that are higher than desired and lack of active parental involvement. We will be focusing on both of these areas in the upcoming years as we strive toward improved SOL scores. We will continue to actively maintain change, collect evidence, evaluate and analyze data, and implement and monitor until we can sustain a school that is fully accredited.

We ask that you please provide Lancaster High School the opportunity to remain a *Partially Accredited: Reconstituted School* while we work toward this goal. This rating is not acceptable to us; however, we have full confidence that we will meet the expectations set forth by the state to become *Fully Accredited* within this upcoming school year and the sense of urgency to do so is evident. We feel that a rating of *Accreditation Denied* would adversely affect our school morale for both students and staff because we have been driving home the message that we are working toward and finding successes. We have been celebrating the growth made in between SOL scores (shown in individual student growth) and have gained support from our community in efforts to raise student achievement. We need more time and feel that our rating sends a message to all of our stakeholders. Our message is that our students deserve the best education possible and that is what we will give them through continuous improvement. With that improvement will come improved SOL scores. We trust that we have provided you with sufficient evidence to earn your support for approval of this application for reconstitution.

**Virginia Department of Education
State/Federal Accountability Data
Lancaster High
Grades: 09 - 12
Lancaster County**

Attachment Q1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 92%	Gr 6-8: 91%	*86%	84%	78%	75%
Mathematics	78%	*70%	58%	63%	66%	40%
History and Social Sciences	*Gr 4-8: 79%	Gr 4-8: 87%	78%	74%	67%	71%
Science	Gr 5-8: 89%	Gr 5-8: 90%	*73%	76%	79%	82%
Graduation and Completion Index	96%	96%	97%	94%	94%	90%

Federal Accountability Status

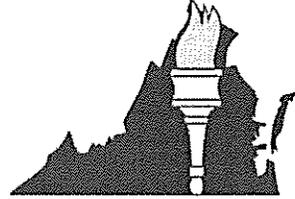
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	89%	92%	*88%	83%	80%	83%
English: Writing	94%	89%	82%	82%	76%	67%
History and Social Sciences	*79%	87%	67%	68%	67%	72%
Mathematics	76%	*47%	52%	59%	65%	40%
Science	89%	90%	*73%	64%	79%	78%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Lynchburg City Schools

School: Dearington Elementary School for Innovation

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Lynchburg City School Board that Dearington Elementary School for Innovation be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Dr. Michael J. Nilles Typed School Board Chair Name

Michael J. Nilles

School Board Chair Signature

7/12/2016

Date

School Information/Demographics

Division - Lynchburg City Schools		Free/Reduced Lunch Eligible Percentage – 87%		
School – Dearington Elementary School for Innovation		Title I Model Schoolwide		
	Grade Level	Enrollment	English Language Learners	Special Education
	Kindergarten	40	0	12
	1st	32	0	1
	2nd	39	0	2
	3rd	25	0	4
	4th	28	0	1
	5th	33	0	2
	Total	197	0	22

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	52	45	48	67
Mathematics	42	38	50	77
Science	42 (*70)	50	46	65
History	64 (*79)	64 (*71)	64 (*70 4yr.)	88
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English-3 rd grade; EOC English				
English-3 rd	38	35	48	70
English-4 th	55	29	50	72
English-5 th	54	43	33	62
Math-3 rd	6	11	41	67
Math-4 th	72	36	43	83
Math-5 th	38	54	46	78
Science-5 th	31	43	46	65
History-5 th	62	59	64	88
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
Art	1			1		
5 th	2		2			
1 st	2		1	1		
For Lang	1					1
4 th	2		2			
Guidance	1					1
SPED	2		1		1	
Kinderg	2			1	1	
Librarian	1					1
Lit/Teach	1					1
Math	1			1		
PE	1		1			
Science	1					1
2 nd	2				2	
3 rd	2	1	1			
Total	22		9	4	4	5

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	2	15%	
Number and percent of Exemplary teachers returning in 2016-2017	2	15%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	11	84%	
Number and percent of Proficient teachers returning in 2016-2017	10	77%	
Number and percent of Proficient teachers leaving in 2016-2017	1	8%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	12	92%	
Number and percent of provisionally licensed teachers in 2016-2017	1	8%	
Number and percent of new teachers to the school in 2016-2017	1	8%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	Elem Ed with licensure (BS) Admin and Supervision (M.Ed.)		
Total years of educational experience	11		
Total years as an Assistant Principal	1		
Total years as a Principal	4		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained An Educational Position Outside the Division					
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)			1		
Left During the School Year					
Retired from Profession					
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Governance – Dearington Elementary School for Innovation (DESI) is a Title I Priority School. As a result, a governance system and monthly governance team currently exists that includes a Lead Turnaround Partner, a VDOE OP, the assistant superintendent for student learning and success and director of school improvement and grants.</p> <p>In addition, an academic review was conducted in January 2015. The review resulted in essential actions related to alignment of lesson plans and instruction to the standards of learning, professional development that focuses on specific outcomes, and frequent (minimum of 15 per building administrator) observations of instruction in order to provide evidence based feedback to teachers. Essential actions are included in the current school improvement plan and monitored by the school and school division via the Indistar website.</p> <p>The principal and division staff participated in AARPE sessions provided by VDOE during FY 15 and FY 16. As a result of participating in the AARPE training, the division developed an instrument (LOLET/COLET) to monitor the alignment of lesson plans and instruction as well as expectations and structures for monitoring. The principal submits a summary of observations conducted using the</p>	<p>All activities outlined in Existing Practices will be continued.</p> <p>New practices will include:</p> <ul style="list-style-type: none"> -Assignment of the superintendent, assistant superintendent or the director of school improvement and grants to be the lead mentor for conducting inter rater reliability observations throughout the year. -Increase inter rater reliability observations in the warned area(s) -On a monthly basis, submit to central office mentors samples of lesson plans, lesson observations, and evidenced based feedback provided to teachers. -Triennial meetings with a governance team that will include the superintendent, assistant superintendent, director of school improvement, director of testing and assessment, director of student services, applicable content supervisors and a representative from higher education. Meetings will occur in October, February, and June. 	<p>Improved alignment of instruction as evidenced by data collected from LOET/COLET observations.</p> <p>Increased observations in warned area(s).</p> <p>Improvement in the quality of feedback principals provide to teachers based on written summaries to principal following inter rater reliability observations and a review of sample feedback provided monthly to central office mentors.</p> <p>Increase in SOL test scores in warned area(s) to full accreditation status.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>LOLET/COLET tool on a monthly basis. Data from the observations are used at the school and division level to drive professional development.</p> <p>Additionally, the superintendent, assistant superintendent for student learning and success, and the director of school improvement, along with other central office administrators conduct monthly inter rater reliability observations using the LOLET/COLET observation tool. Observations are followed by a debriefing session with building administrators and then the principal is provided written feedback regarding strengths and weaknesses relative to the principal's and/or assistant principal's analysis of instruction. Suggested evidenced based feedback for teachers is also provided.</p>		
<p>Instruction – Lesson plans are expected to be in place at the beginning of each class period.</p>	<p>-Teachers post lesson plans electronically or submit in paper form. Principal will review lesson plans of teachers in warned area(s) weekly and provide evidenced based feedback to teachers that include expectations for improvement as needed.</p> <p>-Lesson plans will reflect the Framework for Instructional Time (FIT).</p>	<p>Based on data from the LOLET observation tool, lesson plans will consistently include:</p> <ul style="list-style-type: none"> -alignment to SOL in content and cognition -identify and communicate to students what the objective is for the lesson, the relevance (big idea) of the lesson, and the criteria for success (how students will know they got it) -aligned learning experiences that includes small group, differentiated learning activities.
<p>Instruction – Teachers regularly meet in PLC teams.</p>	<p>Teachers in the warned area(s) will meet weekly in PLC teams focusing on the Teaching/Learning Cycle.</p>	<p>PLC teams in the warned area(s) will move a minimum of one level on the Team Cycle Rubric in all seven components.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instruction 4 instructional coaches were employed at the division level. Title I reading teachers were primarily used as intervention teachers.</p>	<p>-A Lead Instructional Coach will be placed at DESI with primary responsibility of serving as coach for math, coach to new and non-tenured teachers, and general coaching assistance to the entire instructional staff.</p> <p>-The Literacy teacher will devote 60% of available time to building capacity of classroom teachers in the teaching of literacy components.</p>	<p>The capacity of classroom teachers to deliver high quality instruction to students will improve resulting in DESI being eligible to exit Priority School status and reach full accreditation status at the end of 2016-2017 as outlined in the Trajectory of Progress below.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
K-5 Back to School Night with a bag of science/reading materials to go home with parents along with teacher lead instructions on how to use	Improved SOL Pass Rates Reading 8% Science 5%
Kindergarten 1 st and 2 nd Semester ABC Nights	Improved PALS Scores
First Grade 1 st and 2 nd Semester ABC Nights	Improved PALS Scores and reach SOL Trajectory for Reading in 2018-2019
Second Grade 1 st and 2 nd Semester Reading Nights	Improved PALS Scores and reach SOL Trajectory for Reading in 2017-2018
Third Grade 1 st and 2 nd Semester Reading Nights	Improved SOL Pass Rates Reading 8%
Fourth Grade 1 st Semester Reading Night and 2 nd Semester Reading in Science Night	Improved SOL Pass Rates Reading 8% Science 5%
Fifth Grade 1 st Semester Reading Night 2 nd Semester Reading in Science Night	Improved SOL Pass Rates Reading 8% Science 5%
Grades 3-5 Prep for Test Night: A focus on strategies and content study guides for parents to build capacity to help students prepare for SOL tests	Improved SOL Pass Rates Reading 8% Science 5%

Closing Rationale with Trajectory of Progress

Dearington Elementary School for Innovation (DESI) was identified as a Title I Priority School for 2014-2015. During the first year of identification, DESI replaced many staff members, identified and contracted with a Lead Turnaround Partner, and worked with division staff to begin implementation of the Federal School Transformation model. This resulted in meeting designated AMO requirements in reading and math.

In 2015-2016, implementation of the Federal School Transformation model continued. During the second year, significant gains in student achievement occurred:

- English – 20 percentage points**
- Math - 27 percentage points**
- Science - 19 percentage points**
- History - 24 percentage points**

These gains resulted in anticipated full accreditation in math and history with full accreditation in English and science anticipated in 2016-2017 as indicated by the trajectory below.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	67	75	78	80
Math	77	80	82	85
Science	65	70	73	75
History	88	90	92	95

As stated in the proposed practices, the division will continue to monitor and support DESI in attaining its goal of full accreditation in 2016-2017. As DESI is making progress toward full accreditation, we respectfully request the school receive Partially Accredited – Reconstituted status for the 2016-2017 school year.

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

Attachment R1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 84%	Gr 3-5: 82%	*52%	45%	48%	67%
Mathematics	86%	*70%	42%	38%	50%	77%
History and Social Sciences	*Gr 3: 88% *Gr 4-8: 96%	Gr 3: 88% Gr 4-8: 82%	79%	71%	70%	88%
Science	Gr 3: 97% Gr 5-8: 88%	Gr 3: 85% Gr 5-8: 79%	*70%	50%	46%	65%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

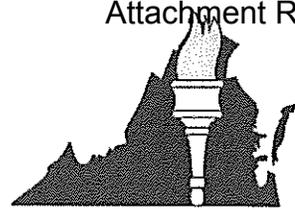
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	83%	83%	*49%	35%	43%	64%
English: Writing	92%	77%	56%	59%	N/A	N/A
History and Social Sciences	*92%	85%	65%	64%	64%	88%
Mathematics	87%	*41%	37%	32%	43%	74%
Science	93%	82%	*43%	51%	46%	65%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Lynchburg City Schools

School: Linkhorne Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Lynchburg City School Board that Linkhorne Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Dr. Michael J. Nilles Typed School Board Chair Name

Michael J. Nilles

School Board Chair Signature

7/12/2016

Date

School Information/Demographics

Division- Lynchburg City Schools			Free/Reduced Lunch Eligible Percentage – 73%	
School-Linkhorne Elementary School			Title I Model - Schoolwide	
	Grade Level	Enrollment	English Language Learners	Special Education
	Kindergarten	80	2	9
	1st	78	4	8
	2nd	79	5	13
	3rd	68	3	11
	4th	67	2	8
	5th	66	2	8
	Total	438	18	57

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	57	56	67	68
Mathematics	56	59	67	67
Science	64 (*3yr.76)	59	56	64
History	76	70	79	66 (*3yr.71)
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English-3 rd grade; EOC English				
English-3 rd	75	54	63	60
English-4 th	50	51	68	73
English-5 th	64	54	67	72
Math-3 rd	66	50	62	59
Math-4 th	49	69	72	76
Math-5 th	49	52	62	67
Science-5 th	52	52	58	64
History-5 th	83	72	80	66
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
ESL	1					1
5 th	3				3	
1 st	4	1		2		1
4 th	3		1	1	1	
Guidance	1		1			
Kinderg	4	2			1	1
SPED	5	2				3
Librarian	1					1
Lit/Teach	3				1	2
MoveEd	1					1
2 nd	4	1	1	1	1	
3 rd	4		2			2
Music	1				1	
Total	35	6	5	4	8	12

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	1	3%	
Number and percent of Exemplary teachers returning in 2016-2017	1	3%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	26	96%	
Number and percent of Proficient teachers returning in 2016-2017	19	70%	
Number and percent of Proficient teachers leaving in 2016-2017	7	25%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	25	92%	
Number and percent of provisionally licensed teachers in 2016-2017	2	8%	
Number and percent of new teachers to the school in 2016-2017	7	26%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	Bachelor's Elem Ed, Masters Ed Leadership		
Total years of educational experience	11		
Total years as an Assistant Principal	2		
Total years as a Principal	1		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained An Educational Position Outside the Division			1		
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)			5		
Left During the School Year					
Retired from Profession			1		
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Governance – An academic review was conducted in January 2015. The review resulted in essential actions related to alignment of lesson plans and instruction to the standards of learning, professional development that focuses on specific outcomes, and frequent (minimum of 15 per building administrator) observations of instruction in order to provide evidence based feedback to teachers. Essential actions are included in the current school improvement plan and monitored by the school and school division via the Indistar website.</p> <p>The principal and division staff participated in AARPE sessions provided by VDOE during FY 15 and FY 16. As a result of participating in the AARPE training, the division developed an instrument (LOLET/COLET) to monitor the alignment of lesson plans and instruction as well as expectations and structures for monitoring. The principal submits a summary of observations conducted using the LOLET/COLET tool on a monthly basis. Data from the observations are used at the school and division level to drive professional development.</p> <p>Additionally, the superintendent, assistant superintendent for student learning and success, and the director of school improvement and grants, along with other central office</p>	<p>All activities outlined in Existing Practices will be continued.</p> <p>New practices will include:</p> <ul style="list-style-type: none"> -Assignment of the superintendent, assistant superintendent or the director of school improvement and grants to be the lead mentor for conducting inter rater reliability observations throughout the year. -Increase inter rater reliability observations in the warned area(s) -On a monthly basis, submit to central office mentors samples of lesson plans, lesson observations, and evidenced based feedback provided to teachers. -Triennial meetings with a governance team that will include the superintendent, assistant superintendent, director of school improvement, director of testing and assessment, director of student services, applicable content supervisors and a representative from higher education. Meetings will occur in October, February, and June. 	<p>Improved alignment of instruction as evidenced by data collected from LOET/COLET observations.</p> <p>Increased observations in warned area(s).</p> <p>Improvement in the quality of feedback principals provide to teachers based on written summaries to principal following inter rater reliability observations and a review of sample feedback provided monthly to central office mentors.</p> <p>Increase in SOL test scores in warned area(s) to full accreditation status.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>administrators conduct monthly inter rater reliability observations using the LOLET/COLET observation tool. Observations are followed by a debriefing session with building administrators and then the principal is provided written feedback regarding strengths and weaknesses relative to the principal's and/or assistant principal's analysis of instruction. Suggested evidenced based feedback for teachers is also provided.</p>		
<p>Instruction – Lesson plans are expected to be in place at the beginning of each class period.</p>	<p>-Teachers post lesson plans electronically or submit in paper form. Principal will review lesson plans of teachers in warned area(s) weekly and provide evidenced based feedback to teachers that include expectations for improvement as needed.</p> <p>-Lesson plans will reflect the Framework for Instructional Time (FIT).</p>	<p>Based on data from the LOLET observation tool, lesson plans will consistently include:</p> <ul style="list-style-type: none"> -alignment to SOL in content and cognition -identify and communicate to students what the objective is for the lesson, the relevance (big idea) of the lesson, and the criteria for success (how students will know they got it) -aligned learning experiences that includes small group, differentiated learning activities.
<p>Instruction – Teachers regularly meet in PLC teams.</p>	<p>Teachers in the warned area(s) will meet weekly in PLC teams focusing on the Teaching/Learning Cycle.</p>	<p>PLC teams in the warned area(s) will move a minimum of one level on the Team Cycle Rubric in all seven components.</p>
<p>Instruction 4 instructional coaches were employed at the division level. Title I reading teachers were primarily used as intervention teachers.</p>	<p>-A Lead Instructional Coach will be placed at Linkhorne ES with primary responsibility of serving as coach for math, coach to new and non-tenured teachers, and general coaching assistance to the entire instructional staff.</p> <p>-Literacy teachers will devote 60% of the available time to building capacity of classroom</p>	<p>The capacity of classroom teachers to deliver high quality instruction to students will improve resulting in Linkhorne ES attaining full accreditation status at the end of 2016-2017.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	teachers in the teaching of literacy components.	

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Waned Area(s)
Summer 2016 Reading Initiative - Grades K-4 – Books and materials provided to all students and parents for the purpose of reducing summer learning loss	Increase Reading SOL scores by 8 or more percentage points.
Summer Family Reading Nights (4) Parent and students come to library for story time, make a craft, and check out books	Improve reading fluency/comprehension leading to gains in SOL reading scores of 8 or more percentage point
Back To School Night: September Parents will be provided information regard the standards to be covered by grade and quarter	Increased SOL scores in English, Math, Science and History as outlined in the Trajectory of Progress
October: Muffins With Moms March: Donuts with Dads Provide books and associated activity to support parents in engaging in reading with and to their children.	Improve reading fluency/comprehension leading to gains in SOL reading scores of 8 or more percentage point.
Family Book Clubs: October, December, March, May Library sponsored events. Books provided to students and parents to read and then come to Book Club nights to participate in discussion with other students and families	Improve reading fluency/comprehension leading to gains in SOL reading scores of 8 or more percentage point
Math/Science Night: March Parents and students participate in games and activities related to math/science standards. Parents are provided with take home materials and ideas including activity sheets, try at home suggestions, websites and games.	Increase math SOL scores by 3 percentage points or more and science SOL scores by 6 points or more
5 th Grade Science Rocks: November Parents are familiarized with science standards and provided with a take-home packet.	Increase science scores by 6 or more percentage points
4 th Grade Science Halls: April Students create class projects. Parents are invited to tour and students act as museum docents. Projects are then passed up to grade 5 for use in SOL review.	Increase science scores by 6 or more percentage points
Living History Museum: April Students in grades 3-5 create projects. Parents are invited to tour “museum.” Students act as docents to familiarize parents with history content.	Increase history SOL scores by 4 or more points are attain scores in subsequent years as outlined in the Trajectory of Progress

Closing Rationale with Trajectory of Progress

Partially Accredited – Reconstituted Application for Linkhorne Elementary School is based on improvement in student achievement as presented in the Overall School Achievement Data section. In the past two years English performance improved by 12 points, math performance by 8 points, and science performance by 5 points. While performance in history has seen a decline over the past two years, we anticipate full accreditation for 2016-2017 based on a 3 year average.

The principal of Linkhorne Elementary School was new for 2015-2016. During the first year, the principal participated in several training opportunities designed to build capacity as an instructional leader. Those trainings included Aligning Academic Review with Performance Evaluation (AARPE) provided by the Virginia Department of Education (VDOE), Recently Appointed Administrators (RAAP) training through Virginia Tech, Principal Leadership Program provided by the Virginia Department of Education in partnership with Virginia Tech, and professional development provided by the school division as outlined in the Current Practices for Governance section above.

As the strategies outlined in the Reconstitution Information above are implemented in 2016-2017, we are confident that Linkhorne Elementary School, will be fully accredited in all content areas in 2016-2017 as outlined in the Trajectory of Progress. Division initiatives and systems are showing positive gains in most schools. With this being the first year for the principal, we believe those systems will have more impact in the coming year, leading to full accreditation at the end of 2016-2017.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	68	75	78	80
Math	67	70	73	75
Science	64	70	73	75
History	66	70	73	75

As stated in the proposed practices, the division will continue to monitor and support Linkhorne Elementary School in attaining its goal of full accreditation in 2016-2017. We respectfully request the school receive Partially Accredited – Reconstituted status for the 2016-2017 school year.

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

Attachment R1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 79%	Gr 3-5: 82%	*57%	56%	67%	68%
Mathematics	81%	*72%	56%	59%	67%	67%
History and Social Sciences	*Gr 3: 79% *Gr 4-8: 75%	Gr 3: 79% Gr 4-8: 76%	76%	70%	79%	71%
Science	Gr 3: 88% Gr 5-8: 73%	Gr 3: 86% Gr 5-8: 75%	*76%	59%	56%	64%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

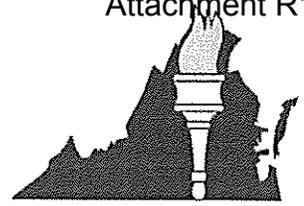
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	80%	85%	*61%	53%	66%	68%
English: Writing	74%	73%	45%	62%	N/A	N/A
History and Social Sciences	*78%	78%	77%	70%	80%	67%
Mathematics	81%	*46%	54%	57%	65%	66%
Science	81%	81%	*66%	59%	58%	66%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Lynchburg City Schools

School: Perrymont Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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It is the request of Lynchburg City School Board that Perrymont Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Dr. Michael J. Nilles Typed School Board Chair Name

 School Board Chair Signature

7/12/2016 Date

Division: Lynchburg City Schools School: Perrymont Elementary School

School Information/Demographics

Division – Lynchburg City Schools			Free/Reduced Lunch Eligible Percentage – 84%	
School – Perrymont Elementary School			Title I Model - Schoolwide	
	Grade Level	Enrollment	English Language Learners	Special Education
	Kindergarten	61	2	15
	1 st	59	2	12
	2 nd	76	1	11
	3 rd	63	2	7
	4 th	58	2	6
	5 th	49	1	10
	Total	366	10	61

Division: Lynchburg City Schools School: Perrymont Elementary School

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	46	40	63	69
Mathematics	42	37	60	72
Science	60 (*75)	54	40	67
History	79	63	79	76
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English-3 rd grade; EOC English				
English-3 rd	47	40	67	62
English-4 th	46	36	62	78
English-5 th	53	36	50	69
Math-3 rd	32	28	73	69
Math-4 th	46	34	53	81
Math-5 th	53	44	42	66
Science-5 th	64	48	41	67
History-5 th	95	70	78	76
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Division: Lynchburg City Schools School: Perrymont Elementary School

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
Art	1					1
BehCoach	1	1				
ESL	1					1
5 th	3		3			
1 st	4	1	1		1	1
4 th	3	1	1			1
SPED	5	2	2			1
Guid	1					1
Kinder	4		1	1		2
Librarian	1			1		
LitTeach	3			1		2
MoveEd	1		1			
2 nd	4	1	2		1	
3 rd	4		3		1	
Vocal	1				1	
Math Remdiation Total	1 38	1 7	14	3	3	11

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0	
Number and percent of Exemplary teachers returning in 2016-2017	0	0	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	26	96%	
Number and percent of Proficient teachers returning in 2016-2017	23	85%	
Number and percent of Proficient teachers leaving in 2016-2017	3	11%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	1	3%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	1	3%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	25	93%	
Number and percent of provisionally licensed teachers in 2016-2017	2	7%	
Number and percent of new teachers to the school in 2016-2017	4	14%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	Bachelors English, Master Educ Leadership		
Total years of educational experience	26		
Total years as an Assistant Principal	1		
Total years as a Principal	10		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained An Educational Position Outside the Division			3	1	
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					
Left During the School Year					
Retired from Profession					
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Governance – Perrymont Elementary School is a Title I Priority School. As a result, a governance system and monthly governance team currently exists that includes a Lead Turnaround Partner, a VDOE OP, and the assistant superintendent for student learning and success and director of school improvement and grants.</p> <p>In addition, an academic review was conducted in January 2015. The review resulted in essential actions related to alignment of lesson plans and instruction to the standards of learning, professional development that focuses on specific outcomes, and frequent (minimum of 15 per building administrator) observations of instruction in order to provide evidence based feedback to teachers. Essential actions are included in the current school improvement plan and monitored by the school and school division via the Indistar website.</p> <p>The principal and division staff participated in AARPE sessions provided by VDOE during FY 15 and FY 16. As a result of participating in the AARPE training, the division developed an instrument (LOLET/COLET) to monitor the alignment of lesson plans and instruction as well as expectations and structures for monitoring. The principal submits a summary of observations conducted using the</p>	<p>All activities outlined in Existing Practices will be continued.</p> <p>New practices will include:</p> <ul style="list-style-type: none"> -Assignment of the superintendent, assistant superintendent or the director of school improvement and grants to be the lead mentor for conducting inter rater reliability observations throughout the year. -Increase inter rater reliability observations in the warned area(s) -On a monthly basis, submit to central office mentors samples of lesson plans, lesson observations, and evidenced based feedback provided to teachers. -Triennial meetings with a governance team that will include the superintendent, assistant superintendent, director of school improvement, director of testing and assessment, director of student services, applicable content supervisors and a representative from higher education. Meetings will occur in October, February, and June. 	<p>Improved alignment of instruction as evidenced by data collected from LOET/COLET observations.</p> <p>Increased observations in warned area(s).</p> <p>Improvement in the quality of feedback principals provide to teachers based on written summaries to principal following inter rater reliability observations and a review of sample feedback provided monthly to central office mentors.</p> <p>Increase in SOL test scores in warned area(s) to full accreditation status.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>LOLET/COLET tool on a monthly basis. Data from the observations are used at the school and division level to drive professional development.</p> <p>Additionally, the superintendent, assistant superintendent for student learning and success, and the director of school improvement, along with other central office administrators conduct monthly inter rater reliability observations using the LOLET/COLET observation tool. Observations are followed by a debriefing session with building administrators and then the principal is provided written feedback regarding strengths and weaknesses relative to the principal's and/or assistant principal's analysis of instruction. Suggested evidenced based feedback for teachers is also provided.</p>		
<p>Instruction – Lesson plans are expected to be in place at the beginning of each class period.</p>	<p>-Teachers post lesson plans electronically or submit in paper form. Principal will review lesson plans of teachers in warned area(s) weekly and provide evidenced based feedback to teachers that include expectations for improvement as needed.</p> <p>-Lesson plans will reflect the Framework for Instructional Time (FIT).</p>	<p>Based on data from the LOLET observation tool, lesson plans will consistently include:</p> <ul style="list-style-type: none"> -alignment to SOL in content and cognition -identify and communicate to students what the objective is for the lesson, the relevance (big idea) of the lesson, and the criteria for success (how students will know they got it) -aligned learning experiences that includes small group, differentiated learning activities.
<p>Instruction – Teachers regularly meet in PLC teams.</p>	<p>Teachers in the warned area(s) will meet weekly in PLC teams focusing on the Teaching/Learning Cycle.</p>	<p>PLC teams in the warned area(s) will move a minimum of one level on the Team Cycle Rubric in all seven components.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instruction - 4 instructional coaches were employed at the division level. Title I reading teachers were primarily used as intervention teachers.</p>	<p>-A Lead Instructional Coach will be placed at Perrymont with primary responsibility of serving as coach for math, coach to new and nontenured teachers, and general coaching assistance to the entire instructional staff.</p> <p>-The Literacy teachers will devote 60% of the available time to building capacity of classroom teachers in the teaching of literacy components.</p>	<p>The capacity of classroom teachers to deliver high quality instruction to students will improve resulting in Perrymont being eligible to exit Priority School status and reach full accreditation status at the end of 2016-2017 as outlined in the Trajectory of Progress below.</p>

Family Engagement

<p align="center">Activity Implementation Timeline and Description</p>	<p align="center">Anticipated Impact on Student Achievement in Warned Area(s)</p>
<p>Literacy: September--January: Accelerated Reader Kick-off for 1st Semester--Reading Incentive information including individual student goals provided to students and their families. September: Back to School Night—information will be provided regarding grade level expectations in the area of reading and Daily 5 implementation. October: McDonalds Support Night---students will receive books for their home library. October: Fall Parent/Teacher Conferences---information will be provided to parents to support student progress in reading based on individual student data. November: American Education Week—a schedule of events will be provided that includes classroom visitations during the reading/LA block. February-May: Accelerated Reader Kick-off for 2nd Semester—Reading Incentive Information including individual student goals provided to students and their families. February: PES Book Fair---families will be invited to the week-long event, opportunity for families to purchase/win books for home libraries. May: College Hill/Birchwood Outreach Event---staff will meet with students and their families at the community centers in these neighborhoods. Information will be provided regarding summer literacy opportunities/activities.</p>	<p>Student achievement in reading will improve leading to a gain of 6 percentage points or more based on 2017 Spring SOL test scores.</p>
<p>Math: September: Back to School Night---information will be provided regarding grade level expectations in math. October: Fall Parent/Teacher Conferences---information will be provided to support student progress in math. November: American Education Week—a schedule of events will be provided that includes classroom visitations during the math block. February: Science/Math Family Night—students and their families will engage in hands-on activities that promote cross-curricular connections. March: McDonalds Support Night---information will be provided to support mastery of math facts.</p>	<p>Student achievement in math will improve leading a gain of 3 percentage points or more based on 2017 Spring SOL test scores.</p>

<p>Science:</p> <p>September-April: Study guides will be provided for parents to use at home with their students to support mastery of SOL content.</p> <p>September: Back to School Night---information will be provided regarding grade level expectations in science.</p> <p>October: Fall Parent/Teacher Conferences---information will be provided to support student progress in science.</p> <p>February: Science/Math Family Night—students and their families will engage in hands-on activities that promote cross-curricular connections.</p> <p>March: School-wide Science Fair---students will participate in our school science fair, families will be invited to attend.</p> <p>April: Amazement Square Family Night---students and their families will engage in hands-on activities that promote cross-curricular connections.</p>	<p>Student achievement in science will improve leading to a gain of 3 percentage points or more based on 2017 Spring SOL test scores.</p>
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Closing Rationale with Trajectory of Progress

Perrymont Elementary School was identified as a Title I Priority School for 2014-2015. During the first year of identification the school division chose not to replace the principal as required in order to be eligible for federal school improvement grant funds, deciding instead to retain the principal for one additional year. The condition for the principal to continue for 2015-2016 was there would need to be double digit gains in student achievement in reading and math. At the end of 2015-2016, student achievement in both reading and math increased 23 percentage points.

Based on the significant gains the previous year, Perrymont began implementation of the Federal School Transformation model contracting with a Lead Turnaround Partner beginning October 1, 2015. During the second year, significant gains in student achievement were attained in reading, math, and science.

- English – 6 percentage points (29 points over 2 years)
- Math - 12 percentage points (35 points over 2 years)
- Science - 27 percentage points

These gains resulted in anticipated full accreditation in math with full accreditation in English and science anticipated in 2016-2017 as indicated by the trajectory below.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	69	75	78	80
Math	72	75	78	80
Science	67	70	73	75
History	76	80	83	85

As stated in the proposed practices, the division will continue to monitor and support Perrymont in attaining its goal of full accreditation in 2016-2017. We respectfully request the school receive Partially Accredited – Reconstituted status for the 2016-2017 school year.

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

Attachment R1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 78%	Gr 3-5: 79%	*46%	40%	63%	70%
Mathematics	81%	*71%	42%	37%	60%	72%
History and Social Sciences	*Gr 3: 85% *Gr 4-8: 72%	Gr 3: 77% Gr 4-8: 76%	79%	73%	79%	78%
Science	Gr 3: 97% Gr 5-8: 76%	Gr 3: 83% Gr 5-8: 84%	*75%	54%	40%	68%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

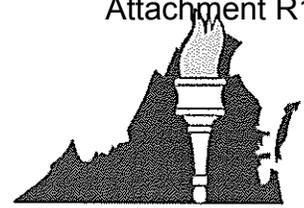
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	80%	77%	*48%	38%	60%	69%
English: Writing	65%	82%	51%	42%	N/A	N/A
History and Social Sciences	*77%	76%	81%	64%	79%	80%
Mathematics	79%	*48%	42%	34%	57%	72%
Science	84%	84%	*64%	54%	41%	71%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Lynchburg City Schools

School: E.C. Glass High School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

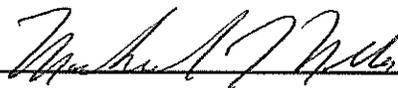
As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of *Partially Accredited: Reconstituted School*. The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

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

It is the request of Lynchburg City School Board that E.C. Glass High School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Dr. Michael J. Nilles

Typed School Board Chair Name



School Board Chair Signature

7/12/2016

Date

School Information/Demographics

Division-Lynchburg City Schools			Free/Reduced Lunch Eligible Percentage- 47%	
School-E.C. Glass High School			Title I Model - NA	
	Grade Level	Enrollment	English Language Learners	Special Education
	9 th	343	5	39
	10 th	353	0	42
	11 th	319	5	32
	12 th	313	0	33
	PG			18
	Total	1328	10	164

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	83	78	68 (*75)	77
Mathematics	52	57	57	66
Science	72	66 (*73)	67	71
History	79	78	80	76
Graduation and Completion Index (if applicable)	86	84 (*86)	86	85

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English-3 rd grade; EOC English				
English-Read	85	79	71	77
English-Writing	80	74	66	68
Algebra I	37	31	56	73
Geometry	74	78	57	58
Algebra II	33	49	55	72
Biology	75	71	67	69
Chemistry	76	72	77	82
Earth Science	56	45	52	82
VA & US Hist	84	76	83	74
WH I	76	75	78	76
WH II	78	85	77	72
Graduation and Completion Index (if applicable)	86	84 (*86)	86	85

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
English	11	3	3		2	3
SPED	16		5	1	7	3
Math	12		5	2	3	2
Science	9	2	1	3	1	2
SStudies	13	3		3	4	3
Total	61	8	14	9	17	13

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0	
Number and percent of Exemplary teachers returning in 2016-2017	0	0	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	60	95%	
Number and percent of Proficient teachers returning in 2016-2017	52	82%	
Number and percent of Proficient teachers leaving in 2016-2017	8	12%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	2	3%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	2	3%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	1	1.5%	
Number and percent of Unacceptable teachers returning in 2016-2017	1	1.5%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0		
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	50	79%	
Number and percent of provisionally licensed teachers in 2016-2017	13	21%	
Number and percent of new teachers to the school in 2016-2017	10	16%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	Bachelor's English, History. Masters History, Curric Inst. Ed Leadership Doctorate Educ Leadership		
Total years of educational experience	19		
Total years as an Assistant Principal	6		
Total years as a Principal	7		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained An Educational Position Outside the Division		1	16		
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					
Left During the School Year					
Retired from Profession			4		
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					1
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Governance – An academic review was conducted in January 2015. The review resulted in essential actions related to alignment of lesson plans and instruction to the standards of learning, professional development that focuses on specific outcomes, and frequent (minimum of 15 per building administrator) observations of instruction in order to provide evidence based feedback to teachers. Essential actions are included in the current school improvement plan and monitored by the school and school division via the Indistar website.</p> <p>The principal and division staff participated in AARPE sessions provided by VDOE during FY 15 and FY 16. As a result of participating in the AARPE training, the division developed an instrument (LOLET/COLET) to monitor the alignment of lesson plans and instruction as well as expectations and structures for monitoring. The principal submits a summary of observations conducted using the LOLET/COLET tool on a monthly basis. Data from the observations are used at the school and division level to drive professional development.</p> <p>Additionally, the superintendent, assistant superintendent for student learning and success, and the director of school improvement, along with other central office administrators</p>	<p>All activities outlined in Existing Practices will be continued.</p> <p>New practices will include:</p> <ul style="list-style-type: none"> -Assignment of the superintendent, assistant superintendent or the director of school improvement and grants to be the lead mentor for conducting inter rater reliability observations throughout the year. -Increase inter rater reliability observations in the warned area(s) -On a monthly basis, submit to central office mentors samples of lesson plans, lesson observations, and evidenced based feedback provided to teachers. -Triennial meetings with a governance team that will include the superintendent, assistant superintendent, director of school improvement, director of testing and assessment, director of student services, applicable content supervisors and a representative from higher education. Meetings will occur in October, February, and June. 	<p>Improved alignment of instruction as evidenced by data collected from LOET/COLET observations.</p> <p>Increased observations in warned area(s).</p> <p>Improvement in the quality of feedback principals provide to teachers based on written summaries to principal following inter rater reliability observations and a review of sample feedback provided monthly to central office mentors.</p> <p>Increase in SOL test scores in warned area(s) to full accreditation status.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>conduct monthly inter rater reliability observations using the LOLET/COLET observation tool. Observations are followed by a debriefing session with building administrators and then the principal is provided written feedback regarding strengths and weaknesses relative to the principal's and/or assistant principal's analysis of instruction. Suggested evidenced based feedback for teachers is also provided.</p>		
<p>Instruction – Lesson plans are expected to be in place at the beginning of each class period.</p>	<p>-Teachers post lesson plans electronically or submit in paper form. Principal and assistant principals review lesson plans in warned area(s) weekly and provide evidenced based feedback to teachers that include expectations for improvement as needed.</p> <p>-Lesson plans will include the Framework for Instructional Time (FIT).</p>	<p>Based on data from the LOLET observation tool, lesson plans will consistently include:</p> <ul style="list-style-type: none"> -alignment to SOL in content and cognition -identify and communicate to students what the objective is for the lesson, the relevance (big idea) of the lesson, and the criteria for success (how students will know they got it) -aligned learning experiences that includes small group, differentiated learning activities.
<p>Instruction – Teachers regularly meet in PLC teams.</p>	<p>Teachers in the warned area(s) will meet weekly in PLC teams focusing on the Teaching/Learning Cycle.</p>	<p>PLC teams in the warned area(s) will move a minimum of one level on the Team Cycle Rubric in all seven components.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>July 21, 2016 – Parent Meeting Director of School Counseling disseminates information that will assist parents in keeping up with their child’s progress in core classes</p>	<p>Improvement in SOL scores as outlined in the Trajectory of Progress</p>
<p>July 10-15 – Daytime Early Registration July 19 and July 21 – Evening Early Registration Parents receive assistance with registering their students and receive information packets regarding courses. Parent logins for the parent portal gives parents access to grades, information regarding school events, and available assistance during the year</p>	<p>Improvement in SOL scores as outlined in the Trajectory of Progress</p>
<p>August 6, 2016 – Back To School Event Parents receive information to help support their children and needed school supplies</p>	<p>Improvement in SOL scores as outlined in the Trajectory of Progress</p>
<p>August 9 – Freshman Orientation Freshmen and their parents receive needed information to help them successfully navigate the school year</p>	<p>Improvement in SOL scores as outlined in the Trajectory of Progress</p>
<p>September 8, 2016 – Instructional Support Meeting Parents of student in Algebra I, Geometry, and Earth Science are provided packets and website information to build their capacity to assist students at home</p>	<p>Increase Math and Science SOL scores by 4 or more percentage points</p>
<p>October – SOL Meeting Parents and students are provided information and websites for practice tests</p>	<p>Improvement in SOL scores as outlined in the Trajectory of Progress</p>
<p>November 7-8, 2016, January 17, 2017, and April 18, 2017 Touching Bases Parents meet teachers to discuss student progress</p>	<p>Improvement in SOL scores as outlined in the Trajectory of Progress</p>
<p>First Friday of Each Month – Principal’s Coffee Parents are invited to dialogue with the principal and provide input and feedback instructional issues</p>	<p>Improvement in SOL scores as outlined in the Trajectory of Progress</p>
<p>October 20, 2016, January 5, 2017, March 23, 2017 Principal’s Parent Advisory Meetings These meetings are conducted at strategic locations within the community and are designed to engage parents who may not come to school to provide feedback on governance and instructional issues</p>	<p>Improvement in SOL scores as outlined in the Trajectory of Progress</p>

Closing Rationale with Trajectory of Progress

Partially Accredited – Reconstituted Application for E. C. Glass High School (ECG) is based on improvement in student achievement and continuing to meet full accreditation standards for the Graduation and Completion Index. Based on preliminary results on 2015-2016 SOL testing, we anticipate a gain of 9 points in English, and 9 points in math. In science, we anticipate a gain of 4 points which will be sufficient to be fully accredited. While history saw a slight decline, full accreditation was maintained. Further, we anticipate that ECG will maintain accreditation standards for the Graduation and Completion Index.

We are confident that with the changes in governance and instructional strategies outlined in the Reconstitution Information above along with the division’s proven capacity to assist its schools, ECG will return to full accreditation status 2016-2017 as outlined in the Trajectory of Progress.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	77	80	83	85
Math	66	70	75	80
Science	71	75	78	80
History	76	80	83	85

As stated in the proposed practices, the division will continue to monitor and support E.C. Glass in attaining its goal of full accreditation in 2016-2017. As E.C. Glass is making progress toward full accreditation, we respectfully request the school receive Partially Accredited – Reconstituted status for the 2016-2017 school year.

**Virginia Department of Education
State/Federal Accountability Data
E.C. Glass High
Grades: 09 - 12
Lynchburg City**

Attachment R1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 89%	Gr 6-8: 89%	*83%	78%	76%	84%
Mathematics	79%	*71%	52%	57%	57%	68%
History and Social Sciences	*Gr 4-8: 81%	Gr 4-8: 73%	79%	78%	80%	77%
Science	Gr 5-8: 85%	Gr 5-8: 82%	*72%	73%	67%	71%
Graduation and Completion Index	87%	89%	86%	85%	86%	85%

Federal Accountability Status

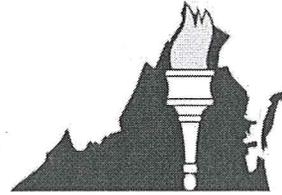
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	89%	88%	*84%	79%	71%	75%
English: Writing	88%	89%	80%	74%	66%	67%
History and Social Sciences	*68%	73%	79%	79%	81%	77%
Mathematics	79%	*50%	49%	53%	55%	66%
Science	86%	82%	*72%	66%	67%	72%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School* Application

Division: Manassas City Public Schools

School: Grace E. Metz Middle School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

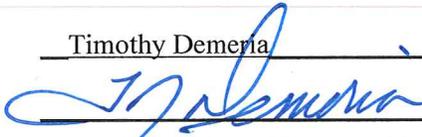
As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of *Partially Accredited: Reconstituted School*. The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

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

It is the request of Manassas City Public School Board that Grace E. Metz Middle School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Timothy Demeria

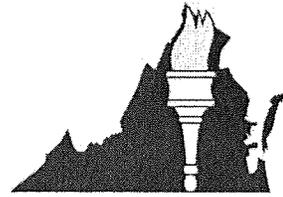
Typed School Board Chair Name


07-11-2016

School Board Chair Signature

Date

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

School Information/Demographics

Grace E. Metz Middle School is the only middle school in the Manassas City Public School system. The school is located approximately 30 miles west of Washington, DC, and opened its doors 26 years ago serving grades 7-9. Today, it is an urban school with 1027 students serving students in grades 7 and 8.

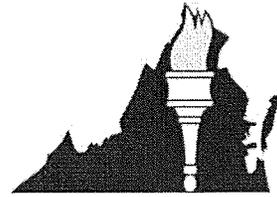
In the last decade, the City of Manassas and the school system have experienced rapid growth and demographic shifts. The demographics of Grace E. Metz mirror the division's with a 62% free and reduced lunch rate, an increase of nearly 40%, and a student population that is 18% White, 14% Black, 61% Hispanic, 4% Multi-racial, and 3% other. The ESOL program at Grace E. Metz provides direct services to 22% of the students and 16% of the students are eligible for special education. These demographic changes have proved challenging when one considers the trauma of poverty and hiring a highly qualified staff whose diversity proportionately represents the students they teach. Another challenge is the division's demographics do not match the City's demographics in which 31% are Hispanic, 45% White, 14% Black and 10% other; with an average household income of \$74,000. Approximately 2000 of the City's children attend private school or are homeschooled. Due to this, there is an ongoing need to reach out to the community to increase collaboration and participation with the schools.

The rapid growth of the city caused overcrowding in the 5 elementary schools and Grace E. Metz Middle School. In an effort to reduce overcrowding, Mayfield Intermediate School was built and currently serves grades 5 and 6. As a result of the grade reconfiguration, students experience an extra transition between elementary and middle school which is challenging for adolescent learners who need consistency and strong, positive relationships.

Grace E. Metz Middle School strives to teach the whole child with diverse programs that complement the core curriculum. Thirty-two percent of our students participate in our award winning music program with offerings of orchestra, guitar, instrumental band, jazz band, drum line and chorus. Thirty-five percent of our students participate in the visual arts program and another 4% have engaged in the new dance and drama program this past year. Seventy-one percent of Grace E. Metz students engage daily in our arts program. In addition to programs in the arts, Grace E. Metz offers a full array of athletic teams and clubs for students after school. Fourteen athletic teams had 309 participants this past year. Approximately 100 students participated in 10 different clubs.

All Grace E. Metz students participate in STEM instruction using the Project Lead the Way Program. Forty-four students are members of the Integrated Math and Science program recognized as "Programs that Work" by the General Assembly. Grace E. Metz designed this program for students interested in the

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Governor's School, AP, or Honors classes at Osbourn High School. Grace E. Metz began offering AVID, Advancement via Individual Determination, this past school year with 13% of our students choosing to participate in this very rigorous program designed to attract first generation college students to going to college.

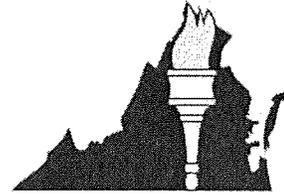
School culture, attendance and discipline are important for a positive student learning at Grace E. Metz Middle School. A review of student attendance data revealed that the 8th grade class has the highest absentee rate of all grade levels in the school division. Poor student attendance can be linked to lower student achievement levels. In an effort to improve attendance and behavior and focus on the culture of learning and empowerment for students, Grace E. Metz began studying the Positive Behavior Intervention Supports (PBIS) program in the 2013-2014 school year. The 2015-2016 school year was the first year of school-wide implementation led by a team of teachers who identified areas of concern and challenged all staff members to increase positive recognition of targeted appropriate behaviors. The Quaglia "Student Voice" survey was administered to parents, students and staff to determine further areas of need as the school enters the second year of PBIS implementation.

Student achievement at Grace E. Metz has consistently improved in the last three years with the exception of reading. Prior to the change in the reading and writing Standards of Learning, in the 2010-2011 school year, Grace E. Metz reading and writing scores were 81% and 2011-12 school year 77% and 83% respectively. With the change in the standards, came an abrupt change in the reading performance of the students. In the 2012-13 school year, student performance in reading at Grace E. Metz fell to 59%, but rebounded in the 2015 school year to a 70% pass rate. Rigor was identified as a priority leading to additional supports to provide high-quality standards-based instruction and a response to intervention framework. Writing assessment performance, followed the same path as reading in 2011 and 2012 with scores of 81 and 83, respectively; however, after the change in the Standards of Learning, scores tumbled to 57%, and then increased to 63% in 2015. A division-wide focus on writing through 6+ 1 Writing Traits was implemented, but continuity within schools and across the Division has been a challenge.

Over the last four years Grace E. Metz has made improvements in its instructional and intervention processes which is demonstrated the positive trend lines in 10 of the SOL tested subjects. The most notable gains are in grade 8 math, which went from a 12% pass rate in 2011-12 to a current preliminary pass rate of 70%. Grade 7 reading has gone from a 58% in 2012-13 to a current preliminary pass rate of 75%. Grade 8 reading, despite a slight decline that the preliminary data is indicating, has also made gains. In 2012-13, grade 8 reading was 60% and in 2014-15 it was 64%.

Analysis of the SOL Reading Test Student Data by Question (SDBQ) revealed grade 8 and grade 7 students are both underperforming when it comes to mid-level questions in all three reporting categories (grade 7 and 8 tests did not contain high level rigor questions). In reporting categories 1 and 3, mid-level

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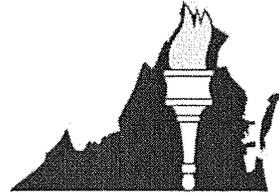
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test items all had pass rates under 70%. In reporting category 2, three of the 11 mid-level questions had pass rates above 70%. Curriculum writing teams are revising pacing guides, unit plans, and assessments to improve alignment with state standards in the underperforming areas.

Division		Free/Reduced Lunch Eligible Percentage	
Manassas City Public School		62%	
School		Title I Model	
Grace E. Metz Middle School		n/a	

Grade Level	Enrollment	English Language Learners	Special Education
7	520	103	84
8	507	129	84
Total	1,027	231	168

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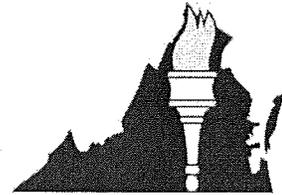
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Accountability Pass Rates

Overall School Achievement Data (Rates based on state accreditation formula)				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	59	59	70	69
Mathematics	60	62	73	75
Science	71	59	69	75
History	81	70	82	84
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Grade Level Pass Rates (Rates based on federal formula)				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Math 7	47	56	69	64
Math 8	50	53	67	70
Algebra	93	95	94	94
Geometry	100	100	98	100
Reading 7	58	64	74	75
Reading 8	60	53	67	64
Writing 8	57	59	63	61
Science 8	70	57	67	72
Earth Science	97	100	100	100
Civics & Economics	81	70	82	83

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Staff Information

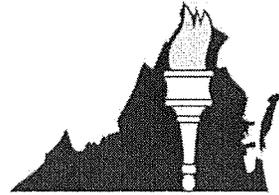
The leadership at Grace E. Metz Middle School consists of 1 principal and 3 assistant principals. Grace E. Metz Middle School leadership was stable until the 2013 school year when its principal was promoted to central office leadership and a highly successful MCPS principal was transferred to Grace E. Metz. The new principal developed serious health problems that resulted in her passing. A new principal served in the 2015 school year, but left to be closer to family. The current principal, began her tenure July 1, 2015 and is returning for the 2016-2017 school year.

Sixteen members of the instructional staff were new to Grace E. Metz during the 2015-16 school year. There are 12 teachers with 1-3 years of teaching experience who participate in the MCPS teacher mentor program. The program involves monthly cohort meetings with daily opportunities for interaction in school with a certified, experienced teacher from their content department. Five teachers are provisionally certified each requiring the completion of course work to meet Virginia Department of Education requirements for certification. Three of the five teachers provide English instruction. Two first year teachers graduated from teacher preparation programs out of state and the third completed a Virginia career switcher program with the required course work for certification. There has been a staff turnover rate of 13% over the past 3 years. This has proved to be challenging due to the training needs of new staff. Math and Reading coaches are available to work with teachers during their planning periods to extend professional development in reading and math.

The English department of 14 teachers is relatively new to Grace E. Metz with only 29% (4 teachers) having worked at Grace E. Metz for longer than three years. Additionally 50% of the department is new to teaching. It is anticipated that all current vacancies due to retirements and resignations will be filled with licensed instructional staff for the 2016-17 school year.

With all of the staff changes noted, a strong professional learning environment is necessary to support the teacher's knowledge of the content and effective teaching practices. In addition, movement to small learning communities for students and staff creates a rich collaborative learning environment that not only benefits the teachers but supports student learning and school culture.

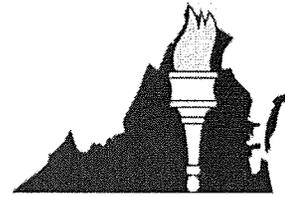
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Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
English	14	5	5	2	5	2
Math	13	2	2	4	3	4
Science	7	2	2	0	2	3
Social Studies	6	1	2	1	2	1
ESOL	7	1	1	1	5	0
Special Education	13	5	0	1	3	9
Total	60	16	12	9	20	19

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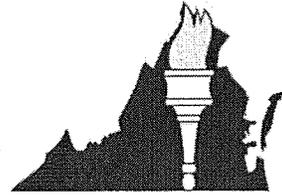
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Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0	
Number and percent of Exemplary teachers returning in 2016-2017	0	0	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	31	100%	
Number and percent of Proficient teachers returning in 2016-2017	28	90%	
Number and percent of Proficient teachers leaving in 2016-2017	3	10%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	55	92%	
Number and percent of provisionally licensed teachers in 2016-2017	5	8%	

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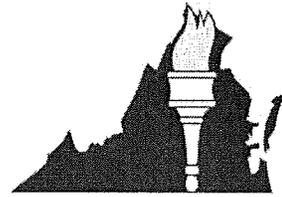


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Number and percent of new teachers to the school in 2016-2017	16	27%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	NA
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	0
Principal Information/Instructional Background			
Degree area (s)	Masters of Education		
Total years of educational experience	17		
Total years as an Assistant Principal	0		
Total years as a Principal	17		

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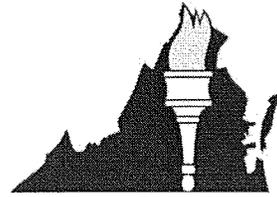
Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	0	0	0	0	0
*Sought/Obtained An Educational Position Outside the Division	0	0	0	0	0
*Sought/Obtained A Non-Educational Position Outside the Division	1	0	0	0	0
Advanced in Profession	0	0	0	0	0
Left Solely for Higher Pay	0	0	0	0	0
Personal Reasons (family, health, education)	0	0	2	0	0
Left During the School Year	0	0	0	0	0
Retired from Profession	1	0	0	0	0
Left Profession/Field	0	0	0	0	0
Resigned In Lieu of Dismissal/Termination	0	0	0	0	0
Dismissed/Non-Renewed	0	0	0	0	0
Other Reasons Not Identified Above	0	0	1	0	0

*non-duplicate

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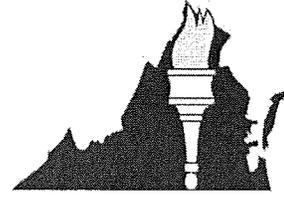
Reconstitution Information

Currently staff works in a departmentalized framework similar to Osbourn High School, the only high school in the division. Staff have been engaged in professional learning through the division instructional framework focused on the top 5 strategies for increasing achievement; higher order thinking, summarizing, vocabulary in context, advance organizers and non-verbal representations. A professional learning plan for staff is focused on providing professional development in lesson design and delivery. Progress and monitoring is supported by classroom walkthroughs conducted by school and division level staff. The plan for the upcoming year focuses heavily upon teacher's use of daily checks for understanding (formative assessment) to differentiate within the regular classroom as part of the natural flow of instruction. Additionally, staff will receive professional development across all content areas in vocabulary instruction.

English teachers have received professional development for implementing the SpringBoard® program as their primary instructional source for the last two years. SpringBoard® is the College Board's comprehensive instructional program in English Language for all students. SpringBoard® offers research-based instructional strategies and practices that provide a clear road map forward and helps students take ownership of and accountability for their own learning. SpringBoard® is used for all students in grades 6-8 in MCPS. Special education self-contained students are provided with instruction in reading utilizing Corrective Reading and ESOL levels 1 & 2 students are provided instruction using Dr. Debra Short's suggested resource Inside Fundamentals. Current practices include frequent summative assessment administration with a bi-annual Student Growth Assessment and end of unit assessments through Interactive Achievement. Teachers have been working within daily Professional Learning Communities for two years. The PLC time is used primarily for the purposes of: reviewing student progress using the SGA and IA assessment data, and creating common classroom lessons aligned with the MCPS curriculum map using the lesson planning format from the instructional framework, *LEARNING-FOCUSED*.

The current departmentalized structure only allows for planning in isolation within each subject area. This does not afford teachers the opportunity to work together with specific students who are struggling in the reading, writing and communication skills so desperately needed for graduation. With the practices that have been implemented, there is a need for teachers to work through an interdisciplinary format so that there is a common focus on students and daily involvement with reading and writing through all content areas. Reconstitution will center on the instructional program utilizing middle level practices through interdisciplinary teams which include an English, math, science, social studies, ESOL and special education teacher. These instructional teams were established in May and have already begun the work of mapping Standards of Learning through the school year to allow for integrated learning projects and activities. All teams will engage in high degrees of rigorous reading and writing in all content areas thus increasing student's access to authentic non-fiction text in Science, Social Studies and Math. Each team

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will be supported in this initial year of implementation as they are given some degree of flexibility with their schedule to meet the learning needs of students on their team, creating advisory and intervention times to ensure student progress and build strong relationships.

Further capitalizing on the power of integrated curriculum, a 7th grade team and an 8th grade team will create a thematic learning academy. There will be four learning academies; STEM Academy, Technology and Innovation Academy, Culture and Humanities Academy and Global Studies Academy. Each of these academies will have a central theme that further assist teachers, parents and students to apply learning in a cohesive manner across their school day as well as over the course of the two years at Grace E. Metz Middle School. Students were allowed to select their academy empowering them to begin making decisions about their learning as they grow into high school. Each academy will have common planning to facilitate student progress monitoring through the two year grade span as well as planning for common instructional practices to advance learning.

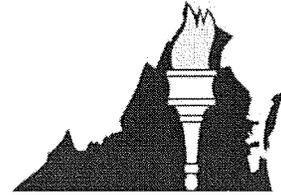
The four academy themes were determined through staff input and alignment with the Osbourn High School academies. This structural model is an extension of the teams used at Mayfield Intermediate School, grades 5 & 6, thus allowing students to have less program transitions despite the frequent building transitions during their 5th through 9th grade years.

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Structure:</p> <p>Grace E. Metz Middle school is set up on a secondary schedule that somewhat matches the high school. This is challenging for students who at the middle school age thrive better when they can build relationships with a team of teachers. Likewise, teachers work through a subject area department with no opportunities for interdisciplinary instruction and</p>	<p>Structure:</p> <p>Grace E. Metz Middle School will be organized into an academy structure of (list 4 academies). Within each academy will be 2 teams. This reorganization will allow teams of teachers to have common groups of students who will be able to develop flexible schedules for learning, study, and relationship building. The teachers will have common</p>	<p>Structure:</p> <p>Reduction in discipline referrals and absenteeism, increase in SOL scores due to stronger student teacher relationships, cross curricular planning and reinforcement of literacy skills.</p>

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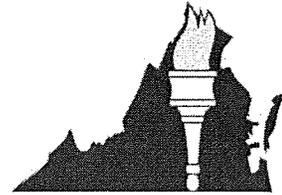


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<p>team support for student learning.</p>	<p>planning times so that they can design instruction together and improve connections to content for their students. The teams will also afford greater opportunities for hands on learning because the teachers can plan and support each other in their instruction of the students.</p> <p>Osbourn High School has also begun 4 academies, including a freshman academy. The freshman academy has a group of common teachers to support rising 9th grade students. The 7th and 8th grade structure will then flow into the 9th grade so that students can be supported during a time that is very challenging for students at this age of development.</p>	
<p>Instructional Framework and Research-Based Strategies:</p> <p>MCPS has a researched- based K-12 instructional framework that guides planning and teaching. The framework focuses on clearly defined learning goals aligned with standards, supported by essential questions, assignments and assessments with an end of unit assignment including a writing component.</p>	<p>Instructional Framework and Research-Based Strategies:</p> <p>The instructional framework integrates the top five research-based strategies for increasing student achievement (Mid-Continent Regional Education Lab (McRel). Professional learning, instructional planning and teaching will focus on the top three strategies:</p> <ol style="list-style-type: none"> 1. Higher Order Thinking 2. Summarizing 3. Vocabulary in Context 	<p>Instructional Framework and Research-Based Strategies:</p> <p>Pervasive focus on the three strategies:</p> <ol style="list-style-type: none"> 1. Higher Order Thinking 2. Summarizing 3. Vocabulary in Context <p>will directly impact student performance in all reporting categories on the SOL.</p> <p>The increased planning within the teams with a focus on the standards will increase student</p>

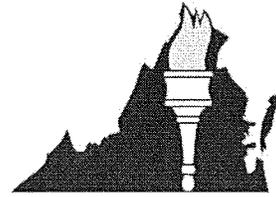
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	<p>Planning in teams will allow for rich conversations regarding the language of the Virginia Standards of Learning. SOL scores indicate that students are not able to respond to medium levels of questions so the rigor of lessons, activities, discussion, and instruction needs to be discussed thoroughly during planning sessions. Data will be evaluated based on the previous year's student achievement during the planning of instruction. Additionally, end of unit assessments must be studied and plans for remediation established so that the teams can support the students in their learning.</p> <p>Additional professional development will be provided to strengthen the use of formative assessment to inform instruction in the moment and to plan for the next lessons.</p> <p>With the teachers working in teams, it will be easier to focus RTI interventions with more teachers available to provide support. ESOL, special education, and interventionists can be assigned more strategically within the teams.</p>	<p>achievement. Increasing the reading and writing opportunities across the curriculum along with the increase in vocabulary development through the subject areas, will increase student achievement. Increase SOL scores in writing and reading to meet or exceed accreditation requirements in warned area (English).</p>
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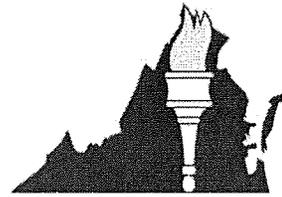
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	<p>Fully implementing the 6+ 1 Writing Traits is critical with writing across the curriculum implemented with continuity across both grades.</p> <p>Reading will be taught across the curriculum because each subject area has its own vocabulary, purpose for reading for meaning, and specific skills. The reading coach will work with the other subject areas within the team planning times to support all teachers in how they can teach reading and writing within their content area.</p>	
<p>Reading Instruction:</p> <p>Reading instruction is provided using the Springboard program. It is currently in year three of implementation.</p> <p>Students receiving instruction through self-contained special education engage in the Corrective Reading program.</p> <p>Students receiving instruction through the ESOL Level 1 & 2 classes engage in the Inside Fundamentals program</p>	<p>Reading Instruction:</p> <p>Intense professional development will be provided for each of these reading programs to ensure new staff is able to implement the programs with fidelity.</p> <p>Collegial walkthroughs by the school administration and central office specialists will be conducted to provide growth producing feedback to teachers.</p>	<p>Reading Instruction:</p> <p>Springboard will be implemented with fidelity, lesson plans and assessments aligned with the standards, and progress will be monitored with walkthroughs and observing PLCs.</p> <p>75% of students will pass unit tests.</p> <p>80% of ESOL students will demonstrate progress as measured by ACCESS testing.</p>

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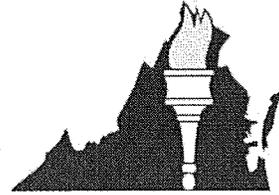


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<p>Writing and Grammar Instruction:</p> <p>Writing and grammar instruction is inconsistent and lacks a focus on explicit instruction in some of the English/Language Arts classrooms.</p>	<p>Writing and Grammar Instruction:</p> <p>Monthly professional development provided to all staff focused on targeted writing concepts and grammar skills.</p> <p>Identify and utilize a supplemental grammar resource</p> <p>Students will complete four performance-based writing assessment throughout the school year in both grades 7 and 8.</p> <p>Students will complete four multiple choice writing unit tests.</p>	<p>Writing and Grammar Instruction:</p> <p>Writing and grammar instruction will be implemented with fidelity. Progress will be monitored through lesson plan reviews, walkthroughs, and PLC observations.</p> <p>80% of students will score at least proficient on the division performance-based writing assessment.</p> <p>80% of students will score at least proficient on each multiple-choice writing unit tests.</p>
<p>Response to Intervention:</p> <p>Reading Interventions Read180 is used as an intervention for students who read more than 2 grade levels in reading.</p> <p>The existing RtI process for literacy intervention provides one program option for Tier 2 students, READ 180. Students qualifying for Tier 2 intervention receive R180 daily, for 45 minutes, in addition to their Tier 1 instruction.</p>	<p>Response to Intervention:</p> <p>RtI Committee will evaluate the R180 intervention to identify areas to improve and standardize processes that are effective.</p> <p>MCPS has an RtI Framework and standardized procedures to implement interventions. Grace E. Metz will follow the division's standardized procedures and will meet with the division personnel twice a month to report out on RtI.</p> <p>The RtI committee will administer universal screening</p>	<p>Response to Intervention:</p> <p>Increase SOL scores in writing and reading to meet or exceed accreditation requirements in warned area (English).</p> <p>Besides an increase in SOL performance, our goal is for a 1.5 years growth in reading.</p> <p>Grace E. Metz's RtI Committee will convene in Sept and Oct to oversee universal screening and will meet monthly to review progress monitoring data and make adjustments to the interventions as needed.</p>

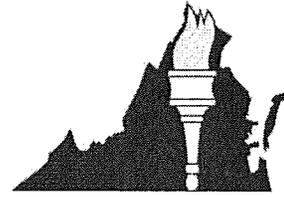
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	<p>(Aimsweb) at a minimum of two times a year and will progress monitor students in Tier 2 and Tier 3. The Committee will meet monthly to review progress monitoring data and make adjustments to students' interventions and plans.</p> <p>The school's literacy coach and interventionists will analyze this year's results and identify what worked and didn't work. They will also work with the division's content specialist to identify additional interventions for Tier 2 and Tier 3 students who do not receive R180.</p>	<p>The RtI Committee chair and principal will also meet with division personnel overseeing the RtI framework to report on processes and students receiving interventions. Division personnel will provide support and guidance as needed.</p>
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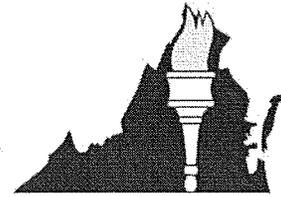
Family Engagement

Family engagement is a priority at Grace E. Metz Middle School with an active Parent Teacher Association that works closely with administrators and teachers. Parents support and participate in many initiatives and activities throughout the school year including student recognition programs, teacher appreciation, Back to School Night, Spirit Days, Music and Art showcases and competitions, adult English instruction, and parenting classes. Broadening the parent participation at Grace E. Metz will provide greater opportunities for families to engage in their child's education.

Communication is vital to increasing parent engagement at Grace E. Metz. A full time interpreter is available at all times to assist families in need and ensure written communication is disseminated in both Spanish and English. Utilization of social media avenues such as Twitter, Facebook, Let's Talk and our MCPS mobile app have served as effective tools to share news and events with families.

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Ensure a minimum of two teacher to parent conversations regarding each student's individual academic performance in reading prior to the second semester.	Parents take an active role in their child's academic program increasing student achievement in the Reading and Writing SOL test. Increase parent participation in school events including student conferences, fall and spring. Increase SOL scores in reading to meet or exceed accreditation requirements in warned area (English).
Each student will create a rigorous reading goal with their teacher to share with parents at fall parent teacher conferences.	Parent involvement and support in reading improves. Increase SOL scores in reading to meet or exceed accreditation requirements in warned area (English).
Continue to grow the new ESOL parent advocate program to include more parents and community members serving as ambassadors within the Spanish speaking community. Use this group to sponsor 2 different literacy events (September & November) with the goal of increasing knowledge and awareness of how to reinforce reading and writing at home.	Increase the ESOL parents' capacity to support the reading development of their child. Increase SOL scores in reading and writing to meet or exceed accreditation requirements in warned area (English).
The MCPS Parent Teacher Resource Center with parent and teacher resources available in multiple languages for checkout will be located at Grace E. Metz in the Family Center.	Provides improved collaboration, engagement and access to resources. Increase SOL scores in reading to meet or exceed accreditation requirements in warned area (English).

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Closing Rationale with Trajectory of Progress

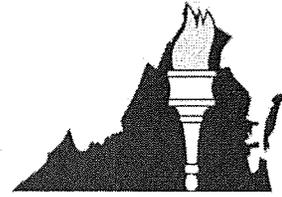
Grace E. Metz Middle School is applying for Partially Accredited: Reconstituted School for the 2016-2017 school year. In 3 of the past 4 school years, Grace E. Metz student achievement has shown an overall upward trend. It must be noted that while this is Grace E. Metz third consecutive year of not being fully accredited in all areas, it is only their second year of not being accredited in reading.

Grace E. Metz is committed to earning full accreditation status with a focus on restructuring their teaching staff into grade level teams of students assigned to 1 of 4 academies thereby establishing a foundation for collaborative planning, reading and writing across the curriculum with a focus on a common grouping of students. High-quality, consistent professional development will be provided for reading/language arts teachers, incorporating high-yield researched-based strategies addressing higher order thinking, summarizing and vocabulary; increasing parent engagement; and improving intervention through the RTI process.

The school met or exceeded the accreditation benchmark of 70% in mathematics, science, and history in SY 2015-2016 and we project the same for SY 2016-2017. The spring 2016 SOL preliminary results show student performance increased in grade 8 math, Geometry, Earth Science, grade 8 science, grade 7 reading, and Civics & Economics while Algebra I maintained a pass rate of 94%. English pass rates increased from the score of 60% for SY 2013-2014 accreditation to 70% in 2015-2016, falling short of the accreditation benchmark of 75% by five points. As a cohort the 2015 6th grade cohort showed a marked increase 7th graders scoring from 68 to 75%, respectively. To ensure that the 7th grade student achievement continues to improve SOL data will be evaluated to identify instructional weaknesses in the 8th grade curriculum and added to the curriculum pacing guides and maps.

The Grace E. Metz Middle School leadership and staff will work collaboratively at the school and division level to focus on the strategies outlined in this application to improve student achievement in reading anticipating full accreditation in the 2017-2018 school year.

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement
Partially Accredited: Reconstituted School Application

Trajectory of Progress				
Content Area(s) not Fully Accredited	2016-2017 Projected Accreditation Pass Rate Based on 2015-2016 Assessments	2017-2018	2018-2019	2019-2020
English				
English	69	75	79	83

Grace E. Metz Middle

Grades: 07 - 08

Manassas City

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 84%	Gr 6-8: 81%	*75%	63%	70%	69%
Mathematics	82%	*75%	63%	66%	76%	76%
History and Social Sciences	*Gr 4-8: 72%	Gr 4-8: 72%	74%	71%	82%	84%
Science	Gr 5-8: 83%	Gr 5-8: 85%	*72%	73%	71%	75%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

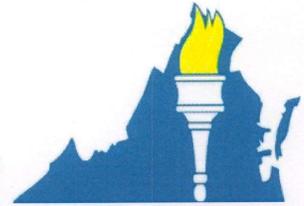
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	81%	77%	*59%	59%	70%	69%
English: Writing	81%	83%	57%	59%	63%	61%
History and Social Sciences	*69%	70%	73%	69%	82%	84%
Mathematics	79%	*55%	60%	62%	73%	72%
Science	82%	84%	*71%	59%	69%	72%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Martinsville City Public Schools

School: Albert Harris Elementary School

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of Martinsville City Public Schools School Board that Albert Harris Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

_____ Dr. Joan Montgomery _____ Typed School Board Chair Name

_____ *Joan Montgomery* _____

School Board Chair Signature

_____ 7/29/2016 _____

Date

School Information/Demographics

Prior to the 2015-16 school year, Albert Harris included grades K- 5. Starting in 2015-2016 Grade 5 students moved to Martinsville PREP Academy at the middle school.

Division		Free/Reduced Lunch Eligible Percentage		
Martinsville City Public Schools		100% –CEP School/ multiplier applied		
School		Title I Model		
Albert Harris Elementary Schools		Schoolwide program		
	Grade Level	Enrollment	English Language Learners	Special Education
	K	79	5	1
	1	79	10	11
	2	84	9	10
	3	85	6	11
	4	85	2	4
	Total	412	32 (8%)	37 (9%)

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	42	41	55	58
Mathematics	43	39	58	72
Science	57	58	53	n/a
History	75	80	65*	n/a
Graduation and Completion Index (if applicable)				

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English Grade 3	41	33	45	62
English Grade 4	38	41	54	56
English Grade 5	46	40	50	n/a
Math Grade 3	35	36	49	71
Math Grade 4	40	45	49	72
Math Grade 5	45	23	61	n/a
History Grade 5	82	70	64	n/a
Science Grade 5	58	36	53	n/a
Graduation and Completion Index (if applicable)				

Staff Information

As a part of the federal transformation process and because of the changes in accountability and monitoring, there has been a significant turnover in staff over the past two years. However 2015-2016 saw a higher percentage of teachers scoring proficient on the teacher performance evaluation and a higher rate of retention than in the past. There were staffing challenges particularly in fourth grade; however, despite the staffing challenges, Albert Harris students and staff were able to continue to grow resulting in some of the highest student achievement over the four-year period. In response to the staffing challenges, Martinsville City Public Schools has re-allocated federal resources to provide signing and performance incentives to secure highly effective teachers for all students. Albert Harris Elementary will move into 2016-2017 with a staff committed to the success of all students and the transformation process.

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	4	2	1	1		2
1	4	1	2			2
2	4	3	1	1	1	1
3	5	1	4	1		
4	3	2	2			1
Reading Specialist	2	0			1	1
Title I Coaches Reading/ Math	2	0			1	1
Title I STEM/ Math Teacher	1	0			1	
ELL	1	0				1
Special Education	5	2	2		1	2
Total	31	11	12	3	5	11

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	3	7%	
Number and percent of Exemplary teachers returning in 2016-2017	3	7%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	37	90%	
Number and percent of Proficient teachers returning in 2016-2017	27	66%	
Number and percent of Proficient teachers leaving in 2016-2017	10	24%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	1	2%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	1	2%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	23	61%	
Number and percent of provisionally licensed teachers in 2016-2017	9	24%	
Number and percent of new teachers to the school in 2016-2017	11	29%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	1		Library/ Media Services
Principal Information/Instructional Background			
Degree area (s)	Masters of Education School Administration Bachelor of Science-Elementary Education Endorsements Administration and Supervision Early Education, NK-4 Elementary Grades 3-6 Middle Education 6-8: English		

	Middle Education 6-8: Mathematics Mentor Teacher
Total years of educational experience	27
Total years as an Assistant Principal	1
Total years as a Principal	5

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			2		
*Sought/Obtained An Educational Position Outside the Division			5		
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)	1-Left before final evaluation		1		
Left During the School Year	1-Left before final evaluation				
Retired from Profession	1-Left before final evaluation		2		
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination				1	
Dismissed/Non-Renewed					

Other Reasons Not Identified Above					
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***non-duplicate**

Reconstitution Information

With new school leadership starting in 2014-2015, Albert Harris has had a strong plan in place throughout the past two years to increase student achievement in the areas of reading and math. The first year we focused on professional development on alignment of the written, taught, and assessed curriculum. Through observations, Academic Review, and lesson plan reviews, the instructional leaders found that the textbook was the primary resource for lesson planning. This began the process of unpacking the Standards of Learning and focusing on the content and cognitive level of the Essential Knowledge and Skills. The division also developed a lesson plan template aligned to the curriculum frameworks.

The principal developed a schedule for formal observations and instructional rounds /informal observations. The principal provided feedback to teachers on implementing the written and taught curriculum following all observations and instructional rounds. The division also had in place an on-site Instructional Coordinator to coach teachers on alignment of instructional planning and delivery and to assist the principal in monitoring and providing feedback on alignment. The school and division administrators provided training for all teachers on how to use the lesson plan template and set expectations in regards to development of the components of a lesson plan. The building and division administrators monitored implementation of teachers' lesson plans, instruction, and provided feedback. The principal developed collaborative planning periods for the teachers and set expectations for use of time (i.e., data analysis, planning, assessment development, and modeling).

Going into 2015-2016 the alignment processes in lesson planning and instructional delivery increased student performance so that we met Priority requirements by reducing the failure rate in reading and math. In 2015-2016 the Instructional Leadership focused professional development, monitoring, and feedback on learning objectives including daily, formative assessment based on research and strategies learned in the Office of School Improvement Alignment of Academic Review and Performance Evaluation (AARPE) technical assistance trainings. The division also provided professional development from Marzano Research on developing and implementing priority and supporting standards as well as developing proficiency scales and aligned, leveled assessments.

In addition leadership has been working to create a culture of high expectations and college-career readiness. The staff worked in collaborative teams on professional development around the research of Dr. Carol Dweck. Through this professional development school faculty and staff are changing from a "fixed mindset" to a "growth mindset" and working to develop a growth mindset in our students with a focus on college and career readiness. The staff also worked in professional development with *Advancement Via Individual Determination* (AVID) to create a college-ready culture. The work in this area has been so successful that AVID has asked that Albert Harris be a showcase school for beginning implementation of AVID.

The preliminary data shows that math instruction is aligned to the state standards, and reading has improved; however, there is more work to be done particularly in the area of reading. To support the school in its continued growth, Albert Harris will have a new assistant principal

position added for the 2016-17 school year, as there was only one administrator during the 2015-16 school year. In addition, Albert Harris will add an on-site reading coach to focus on reading instruction in K-2 so that we increase the number of student moving in to third grade reading on or above grade level. This will have third graders ready to transition from learning to read to reading to learn.

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Governance: Currently, there is one administrator for Albert Harris Elementary School.</p>	<p>Albert Harris will add an assistant principal for the 2016/17 school year.</p>	<p>The administrative team will have greater capacity to conduct instructional rounds, formal and informal observations of reading instruction with evidence-based feedback. In addition, administration will actively facilitate weekly data meetings to determine next steps needed to ensure at least 85% of students will be successful in tier one instruction resulting in fewer students in need of tier 2 and 3 instruction. This will result in Albert Harris Elementary School making Full Accreditation.</p>
<p>Instructional Program: Historically Albert Harris teachers have focused on the use of the basal and whole group instruction for reading.</p>	<p>The teachers will work with administration in collaborative teams to engage in professional development on the integration of research-based <i>Visible Learning for Literacy</i> using authentic texts as well as differentiated instruction through guided reading using leveled readers and additional small group strategies.</p>	<p>Through the integration of research-based strategies and differentiated instruction, at least 85% of students will be successful in tier one instruction resulting in fewer students in need of tier 2 and 3 instruction. This will result in Albert Harris Elementary School making Full Accreditation.</p>
<p>Instructional Program: Albert Harris began implementing AVID strategies for at-risk learners, and feedback from AVID is that we are strong in the areas of organization and collaboration.</p>	<p>Fully implementing WICOR (Writing to learn, Inquiry, Collaboration, Organization, Reading to learn) strategies with a focus on Costa's levels of questioning for inquiry and integrating writing and reading to learn across the curriculum.</p>	<p>All students will read and think critically resulting in at least 85% of grade 3 and 4 students earning proficient or advanced on the reading Standards of Learning assessments. This will result in Albert Harris Elementary School making Full Accreditation.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Staff: Albert Harris currently has two reading specialists in place to provide tier 2 and 3 interventions. Albert Harris also has an on-site Instructional Coordinator to assist with providing job-embedded professional development.</p>	<p>Based on reading data, there is a gap between phonemic awareness and comprehension. To address this tier 1 instructional gap, Albert Harris Elementary will add a reading coach who will work with reading teachers to provide support in teacher performance standards 2: Instructional Planning, 3: Instructional Delivery, and 4: Assessment of and for Learning.</p>	<p>As a result, 100% of our students will be reading on or above grade level by the end of the end of the academic year. At least 85% of our grade 3 and 4 students will score proficient or advanced on the reading Standards of Learning assessments. This will result in Albert Harris Elementary School making Full Accreditation.</p>

Family Engagement

Family and community engagement has been a focus of the transformation process and is a strength for the school. We have had as many as 200-500 family members regularly attending family night events such as STEM night, open houses, and Student Exhibitions of Learning.

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p style="text-align: center;">Bingo for Books</p> <p>Second semester prior to the end of school, families will have dinner at Albert Harris and play BINGO. Every family in attendance will receive a children's book for attending and have the opportunity of winning additional books playing BINGO. This will help provide books for students to read over the summer as well as informing the parents about the importance of continuing learning throughout the summer. The school will collaborate with the public library to have opportunities for families to get library cards.</p>	<p>This will build family literacy by providing books for parents and their children to read together at home and support learning over the summer.</p>
<p style="text-align: center;">Make-It-Take-IT Family Nights</p> <p>Once per semester teachers will lead families through a learning activity where they will make academic games that they can play with their children at home.</p>	<p>We will build the capacity of parents to support their students in strengthening their reading comprehension. As a result, Albert Harris Elementary School will meet or exceed state accreditation in the area of reading.</p>
<p style="text-align: center;">AVID Family Nights</p> <p>Once per semester families will come in for dinner and learn about AVID college and career ready skills for their student such as organization, reading to learn, and writing to learn. They will also learn strategies for supporting academic success and college readiness. There will also be a focus on developing college and career awareness.</p>	<p>Increase parental awareness about AVID and college and career opportunities for their children. Development of executive skills such as organization, goal-setting, and reading for pleasure and information.</p>
<p style="text-align: center;">Open Library Nights</p> <p>Once a semester the school will have evening hours for the library to remain open so that families can come in together to check out books. We will also develop a parent resource center so that parents can have access to books and online resources.</p>	<p>Provide opportunities for parents to engage with their students in selecting and discussing books, as well as provide books for parents and children to read together at home.</p>
<p style="text-align: center;">One Book One School/ Theatre IV Family Night</p>	<p>Performance will be based on children's literature that our students have read and will be followed up with learning experiences for students to</p>

Through One Book One School all students, staff, and families will read a selected book to build literacy. Through Title I funds, the school will host an evening Theatre IV performance of the book from the One Book One School initiative. This will be free to families and staff.	make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text (SOL 4.5).
Develop a Family Resource Center/ Lending Library We will develop a parent resource center so that parents can have access to books and online resources. This will be available daily as well as evening hours on Open Library Nights.	We will build the capacity of parents to support their students' learning and academic progress.

Closing Rationale with Trajectory of Progress

Based on the SOL data presented in the application, Albert Harris Elementary School (AHES) has demonstrated significant achievement gains in English and math for the past two years. In the area of English AHES has increased student performance by 17 percentage points in two years moving from 41% passing in the 2013-2014 data to a projected 58% passing in the 2015-2016 data. In math, Albert Harris Elementary School went from 39% passing in 2013-2014 data to a projected 72% passing in 2015-2016 data, an increase of 33 percentage points.

Based on Albert Harris having no gap points in its federal data at the end of the 2014-2015 school year and the current year preliminary data, Albert Harris Elementary is projected to exit Priority status for the 2016-2017 accreditation year. Although technically Albert Harris is in their third year of Priority status, the growth has occurred over a two year time frame with new school leadership in place.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	58	75	80	85
Math	72	80	85	90
Science	n/a			
History	n/a			

Based on the data and growth in the last two years, Albert Harris Elementary respectfully requests the school receive *Partially Accredited: Reconstituted School* status for the 2016-2017 academic year in order that the school and division are able to implement the proposed new practices for reading with a focus on professional development, monitoring through observation and collaborative meetings, and providing evidence-based feedback using student performance data as the measure of success. Through the implementation of research-based instruction and a dedicated staff going above and beyond, we have been able to increase student performance in all academic areas. By

implementing and monitoring proposed new practices we expect Albert Harris Elementary School to continue to make progress and earn Full Accreditation.

**Virginia Department of Education
State/Federal Accountability Data
Albert Harris Elementary
Grades: KG - 04
Martinsville City**

Attachment T1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 80%	Gr 3-5: 76%	*42%	41%	55%	58%
Mathematics	85%	*77%	43%	39%	58%	71%
History and Social Sciences	*Gr 3: 63% *Gr 4-8: 89%	Gr 3: 68% Gr 4-8: 89%	N/A	75%	80%	75%
Science	Gr 3: 75% Gr 5-8: 80%	Gr 3: 73% Gr 5-8: 91%	N/A	*73%	58%	53%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

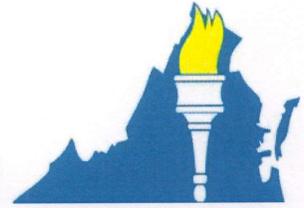
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Title I Focus School	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	76%	72%	*41%	38%	50%	56%
English: Writing	86%	80%	40%	36%	N/A	N/A
History and Social Sciences	*76%	77%	75%	78%	65%	N/A
Mathematics	84%	*47%	40%	35%	53%	69%
Science	77%	81%	*57%	56%	53%	N/A

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Martinsville City Public Schools

School: Martinsville High School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Martinsville City Public Schools School Board that Martinsville High School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Dr. Joan Montgomery Typed School Board Chair Name

Joan Montgomery

School Board Chair Signature

7/29/2016

Date

School Information/Demographics

Martinsville High School (MHS) is the only high school in Martinsville city. The school's Free/Reduced Lunch Eligible percentage is 57%; however, that is not an accurate indicator of the poverty level for the school. Martinsville Middle School, the only middle school for MHS, has a Free/Reduced rate of 71%; and has submitted an application to participate in Community Eligibility Program (CEP). Both feeder elementary schools are CEP schools with Albert Harris Elementary School having a Free/Reduced percentage of 100% with the CEP multiplier applied and Patrick Henry Elementary having a Free/Reduced percentage of 86% with the CEP multiplier applied.

Division		Free/Reduced Lunch Eligible Percentage		
Martinsville City Public Schools		57%		
School		Title I Model		
Martinsville High School		Non-Title I		
	Grade Level	Enrollment	English Language Learners	Special Education
	9	161	5	17
	10	180	8	24
	11	190	7	16
	12	158	3	11
	Total	689	23 (3%)	68 (10%)

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	81	79	72*	76
Mathematics	50	53	55	66
Science	57*	58	52	64
History	70	65	59	66
Graduation and Completion Index (if applicable)	85	88	88	86

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
EOC English	79	77	74	76
Algebra I	68	80	n	69
Geometry	36	16	18	24
Algebra II	50	82	91	97
Earth Science	41	52	30	69
Biology	65	51	60	48
Chemistry	71	84	80	79
World History I	74	59	53	69
World History II	61	73	57	65
VA and US History	73	61	71	65
Graduation and Completion Index (if applicable)	85	88	88	86

Staff Information

The 2015-16 school year was one in which we faced many staffing challenges primarily in the area of math (only two of the five math positions filled for much of the year) and to some extent in science (one teacher leaving mid-year). Despite the staffing challenges, Martinsville High School students and staff were able to continue to grow resulting in some of the highest student achievement over the four-year period. In response to the staffing challenges, Martinsville City Public Schools has re-allocated federal resources to provide signing and performance incentives to secure highly effective mathematics teachers for all students. As a result, we project to be fully staffed in math and science with highly effective teachers for the 2016-2017 school year.

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
English	5		2	0		3
Math	5	2	2		2	1
Science	6	1	4		1	1
History	6	1	2	1	1	2
ELL	.5	0				.5
Special Education	5	0	1	2		2
Total	25.5	4	10	3	4	8.5

Teacher Performance/Licensure/Mobility Data

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	3	8%	
Number and percent of Exemplary teachers returning in 2016-2017	3	100%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	32	89%	
Number and percent of Proficient teachers returning in 2016-2017	27	84%	
Number and percent of Proficient teachers leaving in 2016-2017	5	16%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	1	3%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	1	100%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	33	80%	
Number and percent of provisionally licensed teachers in 2016-2017	7	17%	
Number and percent of new teachers to the school in 2016-2017	7	17%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	1	2%	Spanish
Principal Information/Instructional Background			
Degree area (s)	Government, Administration and Supervision PreK-12		
Total years of educational experience	13		
Total years as an Assistant Principal	2		
Total years as a Principal	3		

Teacher Performance/Licensure/Mobility Data

	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained An Educational Position Outside the Division			2		
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)			2		
Left During the School Year	1				
Retired from Profession	1				
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination			1		
Dismissed/Non-Renewed				1	
Other Reasons Not Identified Above					

*non-duplicate

Reconstitution Information

The first year we focused on professional development on alignment of the written, taught, and assessed curriculum. Through observations, Academic Review, and lesson plan reviews, the instructional leaders found that the textbook was the primary resource for lesson planning. This began the process of developing and implementing curriculum guides for the 9-12 curriculums that are aligned with the Standards of Learning and Essential Knowledge and Skills content and cognitive level. The division also developed a lesson plan template aligned to the curriculum frameworks.

The principal developed a schedule for classroom observations for formal observations, instructional rounds /informal observations. The principal provided feedback to teachers on implementing the written and taught curriculum following informal observations/ instructional rounds. The division also hired an on-site Instructional Coordinator to coach teachers on alignment of instructional planning and delivery and to assist the principal in monitoring and providing feedback on alignment. The school administrators provided training for all teachers on how to use the lesson plan template and set expectations in regards to development of the components of a lesson plan. Building administrators monitored implementation of teachers' lesson plans, instruction, and provided feedback. Initially mathematics was the only warned area, so the high school administration developed collaborative planning periods for the mathematics teachers and set expectations for use of time (i.e., data analysis, planning, assessment development, and modeling). Professional development also focused on alignment of summative assessments.

Because of the changes in accountability and monitoring, there was a significant turnover in staff after year two. This led to staffing issues in year three; however, the remaining staff were dedicated to the transformation process. The third year saw the alignment processes in lesson planning and instructional delivery increasing student performance. The Instructional Leadership focused professional development, monitoring, and feedback on learning objectives including daily, formative assessment based on research and strategies learned in the Office of School Improvement Alignment of Academic Review and Performance Evaluation (AARPE) technical assistance trainings. While the data shows great improvement as a result of the professional development and processes, areas in which we were unable to recruit highly effective teachers (particularly mathematics and science) remained a problem. Since we only had two math teachers out of the five positions and were short teachers in biology, geometry, Algebra I; first semester the school utilized long-term substitutes and an online learning program. Based on first semester data in these areas, the instructional leadership restructured the master schedule so that one math and two science teachers taught extra sections to ensure all tested classes had a licensed teacher. As a result of more aggressive recruitment efforts as well as a signing and performance incentive, we are projected to be fully staffed with licensed teachers for the 2016-2017 academic year. Additionally for the 2016-2017 academic year, Martinsville City Public Schools will add an assistant principal's position to be focused on instruction to allow for more frequent collaborative data and planning meetings as well as increased classroom observations with evidence-based feedback.

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Governance: Currently there is a principal and assistant principal at Martinsville High School.</p>	<p>Martinsville High School will add an Assistant Principal for Instruction for the 2016-2017 academic year.</p>	<p>The administrative team will have greater capacity to conduct instructional rounds, formal and informal observations of instruction with evidence-based feedback. In addition, administration will actively facilitate quarterly data meetings to determine next steps needed to ensure at least 80% of students will be successful in tier one instruction resulting in fewer students in need of tier 2 and 3 instruction. This will result in Martinsville High School making Full Accreditation.</p>
<p>Governance: Principal and Instructional Coordinator worked with teachers focusing solely on simulation data prior to SOL testing.</p>	<p>The Principal, Assistant Principal for Instruction, and Instructional Coordinator will develop a schedule and framework for quarterly data meetings throughout the school year with teachers focusing on teacher performance standard 4 to use formative and summative data to plan instruction and work with students on goal setting and progress monitoring.</p>	<p>At least 80% of students will be successful in tier one instruction resulting in fewer students in need of tier 2 and 3 instruction. Martinsville High School will have at least an 80% student pass rate in all subjects.</p>
<p>Governance: Students are registered for courses based on student/parent selections.</p>	<p>A collaborative team including Department Chair, Principal, Instructional Coordinator, Special Education teachers and ESL teachers will schedule students based on student graduation progress as determined by analysis of SOL data and other performance indicators.</p>	<p>The appropriate scheduling of students will allow for targeted instruction to best utilize resources to meet student needs. This will result in increased performance of student subgroups on state learning assessments.</p>
<p>Instructional Program: All Core The instructional leaders shared articles for professional development through weekly memo.</p>	<p>Developing and implementing a structured, research-based professional development based on performance data for collaborative teams supporting teacher performance standard 3 using AVID, <i>Visible Learning for Literacy</i>, Marzano's research on priority standards and</p>	<p>Teachers will implement research-based strategies learned in the professional development to impact student performance resulting in Martinsville High School achieving full accreditation.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	assessment, and project/ problem -based learning. The Principal, Assistant Principal for Instruction, Instructional Coordinator, and department chairs will monitor and provide feedback on the use of the strategies.	
Instructional Program: Science Teachers have developed pacing guides for the curriculum frameworks.	Through professional development with Marzano Research, teachers will develop curriculum guides with identified prioritized and supporting standards and include laboratory learning experiences aligned to the prioritized standards.	As a result of the new curriculum guides and hands-on learning experiences, teachers will focus their instruction on depth of learning and mastery. The anticipated impact is that at least 80% of students will be successful in tier one instruction resulting in fewer students in need of tier 2 and 3 instruction. Martinsville High School will have at least an 80% student pass rate in science.
Instructional Program: All Core Subjects Teachers have developed pacing guides for the curriculum frameworks.	Through professional development with Marzano Research, teachers will develop curriculum guides with identified prioritized and supporting standards and review resources for alignment to the standards.	As a result of the new curriculum guides and resource evaluation, teachers will align their instruction to the Standards of Learning curriculum frameworks. The anticipated impact is that at least 80% of students will be successful in tier one instruction resulting in fewer students in need of tier 2 and 3 instruction.
Instructional Program: All Core Subjects Teachers administered unit tests and an SOL simulation test.	In collaborative planning teachers will develop common aligned formative assessments to be administered at least quarterly. Also, teachers will administer aligned pre-assessments and post-assessments to monitor student growth.	As a result of the administering aligned assessments, teachers will have valid data for planning tiered instruction and making whole-group instructional adjustments. The anticipated impact is that at least 80% of students will be successful in tier one instruction resulting in fewer students in need of tier 2 and 3 instruction.

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
		Martinsville High School will have at least an 80% student pass rate in science and history.
Instructional Program: All Core Subjects The Principal and the Instructional Coordinator gave feedback to teachers on alignment of the written, taught, and assessed curriculum based on classroom observation data.	The Principal, Assistant Principal for Instruction, Instructional Coordinator, and Department Chairs will utilize collaborative planning time to work in collaborative teams with teachers to backward design lesson plans from the aligned assessments focusing on teacher performance standards 1 and 2.	Aligned instruction will result in at least 80% of students being successful in tier 1 instruction, which will result in improved SOL results and Martinsville High School achieving full accreditation.
Instructional Program: All Core Teachers developed objectives including behavior, criteria, and evidence of learning.	The Principal will use an online instructional rounds tool for monitoring and providing evidence-based feedback with a focus on formative assessment and evidence of learning.	Teachers will use formative assessments to check for student understanding and to modify instruction on a daily basis meeting the needs of tier 1 students, providing support for tier 2 students in class, and moving tier 3 students to tier 2 resulting in at least 80% student success in tier 1 instruction.
Staff: Positions were posted on the website and human resources attended job fairs. Principals interviewed and submitted requests to hire.	Through an online talent management platform, the hiring process is expedited. Also, instructional personnel and principals attend recruitment fairs, and the division has put in place signing and performance incentives for mathematics.	Highly effective teachers have the greatest impact on student learning and performance. Having highly effective teachers in every classroom will result in Martinsville High School making Full Accreditation.

Family Engagement

Because many of our students are employed and involved in extra-curricular activities after school, Martinsville High School will broaden their current family engagement plan to include not only family events at the school but notifications using technology.

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Bulldog Tickets to Your Future September Cook-out Student/Parent Night to inform parents and students about graduation requirements and distribute individualized	This will work towards building a partnership with parents and developing a tool for them to work with their students to set goals for graduation and college/ career readiness and monitor their child's progress toward that goal.

graduation score cards to assist student goal-setting and progress monitoring for career/ college readiness.	As verified credits are a part of the graduation requirement, this will support students understanding the importance of being successful on state assessments, thus impacting student achievement in the warned areas.
Bulldog Bark Monthly Newsletter posted in Parent Portal and shared on school website and social media. The monthly newsletter will have information about events at the school, due dates, and ways to support their child's learning at home.	Parents will stay informed of school events and ways to support their child's learning at home. This will help build the partnership between the home and school focused on student success.
Bulldogs Give Back Community Service Nights One per semester CTE Student-led event to provide services for our community related to career pathways such as IT support and blood pressure checks/ health and wellness information. We will also partner with community agencies to provide community services for these events.	Student will be able to apply their learning in a real-world context.
WMHS8 Weekly Announcements The student-led news team will post a weekly video news segment with the announcements and events for the week.	Parents and students will stay informed about academic and extracurricular events at the school. This will help build the partnership between the home and school focused on student success.
AVID College/ Family Nights One per semester Provide information about college readiness and how to navigate the college application process.	This will help to create a culture of college/ career readiness and encourage students to set goals and work toward those goals by being successful in school.

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	81	85	90	95
Math	66	75	80	85
Science	62	75	80	85

History	66	75	80	85
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Martinsville High School exhibited gains in English, Math, Science, and History. The strategies implemented during the 2015-2016 academic year positively impacted student achievement. With a continuance of researched based best instructional strategies and the proposed new practices we expect to continue gains as indicated in the trajectory.

We request Martinsville High School receive *Partially Accredited: Reconstituted School* status for the 2016-2017 school year. In spite of the staffing problems, Martinsville High School made significant gains and was within the *Partially Accredited –Improving School* range for math and science and met the benchmark in English. Through the implementation of research-based instruction and a dedicated staff going above and beyond, we were able to increase student performance in all academic areas. By implementing and monitoring proposed new practices we expect Martinsville High School to continue to make progress and earn Full Accreditation.

**Virginia Department of Education
State/Federal Accountability Data
Martinsville High
Grades: 09 - 12
Martinsville City**

Attachment T1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 83%	Gr 6-8: 90%	*81%	79%	77%	76%
Mathematics	79%	*71%	50%	53%	55%	66%
History and Social Sciences	*Gr 4-8: 84%	Gr 4-8: 76%	70%	65%	59%	66%
Science	Gr 5-8: 80%	Gr 5-8: 73%	*70%	58%	52%	64%
Graduation and Completion Index	86%	86%	85%	88%	88%	88%

Federal Accountability Status

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

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	86%	90%	*79%	77%	74%	78%
English: Writing	80%	88%	79%	78%	68%	72%
History and Social Sciences	*68%	67%	70%	65%	60%	66%
Mathematics	78%	*43%	47%	50%	55%	66%
Science	80%	73%	*57%	58%	53%	64%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Mecklenburg County Public Schools

School: South Hill Elementary

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Mecklenburg County Public School Board that South Hill Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Dale Sturdifen

Typed School Board Chair Name

Dale F. Sturdifen

School Board Chair Signature

9-10-16

Date

Division: Mecklenburg County

School: South Hill Elementary

School Information/Demographics

Division Mecklenburg County		Free/Reduced Lunch Eligible Percentage 64.4%		
School South Hill Elementary School		Title I Model School-wide – Program		
	Grade Level	Enrollment	English Language Learners	Special Education
	PK	56	0	2
	K	118	2	6
	1	110	2	5
	2	115	5	9
	3	122	2	10
	4	120	2	12
	5	127	3	13
	Total	768	16 (2%)	57 (7%)

Division: Mecklenburg County

School: South Hill Elementary

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	78%	60%	73%	70%
Mathematics	59%	67%	80%	89%
Science	77%	78%	79%	84%
History	87%	86%	86%	86%
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English-3 rd grade; EOC English				
English – 3	62	63	74	70
English – 4	82	52	69	65
English – 5	90	60	69	72
Writing - 5	60	63	N/A	N/A
Math – 3	42	54	71	83
Math – 4	68	71	81	92
Math – 5	66	64	79	90
Science – 3	79	83	N/A	N/A
Science – 5	92	75	85	84
History – 3	83	83	N/A	N/A
History – VA Studies	89	89	86	85
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Division: Mecklenburg County

School: South Hill Elementary

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
PK	3	0	0	0	1	2
K	6	0	0	0	0	6
1	6	0	0	1	1	4
2	6	0	0	0	4	2
3	7	0	0	3	2	2
4	6	2	1	0	4	1
5	6	0	1	1	0	4
Special Education	7	2	2	0	3	2
Title I Interventionist	4	0	0	0	0	4
Reading Specialist	1	0	0	0	0	1
Gifted Education	1	0	0	0	0	1
Specials (PE, Art, Music, Library)	5	0	0	1	1	3
Total	58	4	4	6	16	32

Division: Mecklenburg County

School: South Hill Elementary

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	34	55%	
Number and percent of Exemplary teachers returning in 2016-2017	32	52%	
Number and percent of Exemplary teachers leaving in 2016-2017	2	3%	
Number and percent of teachers scoring Proficient in 2015-2016	26	42%	
Number and percent of Proficient teachers returning in 2016-2017	25	40%	
Number and percent of Proficient teachers leaving in 2016-2017	1	2%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	1	2%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	1	2%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	60	97%	
Number and percent of provisionally licensed teachers in 2016-2017	2	3%	
Number and percent of new teachers to the school in 2016-2017	1	2%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	N/A
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	4	7%	Math 3 (1) Math 4 (2) Reading 4 (1)
Principal Information/Instructional Background			
Degree area (s)	B.S. – Physical Education, M.Ed, - Adapted Physical Education, M.S.A. – School Leadership		
Total years of educational experience	15		
Total years as an Assistant Principal	6		
Total years as a Principal	1		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	0	1			
*Sought/Obtained An Educational Position Outside the Division	1			1	
*Sought/Obtained A Non-Educational Position Outside the Division	0			1	
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					
Left During the School Year					
Retired from Profession	0	1	1		
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

Division: Mecklenburg County

School: South Hill Elementary

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

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>STAFF: Reading</p> <p>Teachers in 4th and 5th grade work on teams of three. One teacher is responsible for the Reading for each team.</p>	<p>STAFF: Reading</p> <p>Teachers in 3rd, 4th, and 5th grades work on teams of two. One teacher is responsible for the Reading of each team. This increases the number of Reading teachers for each grade.</p>	<p>STAFF: Reading</p> <p>Reading instruction will now occur in the morning for all students. Each teacher will have a smaller number of students to monitor data and provide interventions. Transitions will be reduced.</p>
<p>STAFF: Reading</p> <p>Title I Interventionists work with assigned grades in reading and math spending 50% of their time in reading and 50% in math.</p>	<p>STAFF: Reading</p> <p>Title I Interventionists will work with assigned grades and provide Reading interventions during 75% of their time.</p>	<p>STAFF: Reading</p> <p>Interventions provided to students will increase SOL Reading scores by 5% points.</p>
<p>INSTRUCTIONAL PROGRAM: Reading</p> <p>Teacher-made/selected assessments with remediation during allotted reading instructional time.</p>	<p>INSTRUCTIONAL PROGRAM: Reading</p> <p>Teacher-made benchmarks with time built into the pacing for remediation periodically throughout the year.</p>	<p>INSTRUCTIONAL PROGRAM: Reading</p> <p>Interventions/remediation strategies provided to students will increase SOL Reading scores by 5% points.</p>
<p>INSTRUCTIONAL PROGRAM: Reading</p> <p>Monitor progress of students identified Tier III according to RtI.</p>	<p>INSTRUCTIONAL PROGRAM: Reading</p> <p>Monitor progress of students identified Tier III and students that failed the Spring 2016 SOL test.</p>	<p>INSTRUCTIONAL PROGRAM: Reading</p> <p>Increased monitoring of students will increase SOL Reading scores by 5% points.</p>
<p>INSTRUCTIONAL PROGRAM: Reading</p> <p>School started at 8:55 and ended at 3:35.</p>	<p>INSTRUCTIONAL PROGRAM: Reading</p> <p>School will start at 8:15 and end at 3:35.</p>	<p>INSTRUCTIONAL PROGRAM: Reading</p> <p>With the additional instructional time, students will have additional reading intervention time. Additional intervention time will increase SOL Reading scores by 5% points.</p>
<p>INSTRUCTIONAL PROGRAM: Reading</p> <p>No school-wide DEAR program.</p>	<p>INSTRUCTIONAL PROGRAM: Reading</p> <p>Implemented school-wide DEAR time for 15 minutes daily.</p>	<p>INSTRUCTIONAL PROGRAM: Reading</p> <p>Additional reading time will increase SOL Reading scores by</p>

Division: Mecklenburg County

School: South Hill Elementary

	During this time, teachers interact with students about reading content.	5% points.
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Division: Mecklenburg County

School: South Hill Elementary

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Oct.- SOL Boot Camp for grades 3-5 will be held in conjunction with Parent/Teacher conferences.	This will increase parent attendance and awareness of SOL expectations and strategies for support from home.
January: Math Literacy Night for K-5	This event provides make-it take-it activities that parents can use at home.
March: K-2 RtI Night for students identified for Tier II and III services will be held in conjunction with Parent/Teacher conferences.	This will increase parent attendance and awareness of reading strategies and resources parent can use at home.
Monthly PTA Meetings and Grade Level Open House	Provides opportunities for principal to update parents on programs offered in the school. It gives students an opportunity to showcase their understanding of the content and skills taught.

Closing Rationale with Trajectory of Progress

Based on SOL data presented in the application packet, South Hill Elementary has shown significant gains in the areas of Math, Reading, and Science while maintaining achievement in History over the past two years.

- English increase of 10 points in two years.
- Math increase of 22 points in two years.
- Science increase of 6 points in two years.
- History remained flat, no gain or decline in two years. (86%)

We anticipate continued gains as indicated by the trajectory below.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2016-1017 Pass Rated Based on 2015-2016 Assessments	2016-2017	2017-2018	2018-2019
English	70	75	>75	>75

As stated in the proposed practices, the Division will continue to monitor and support the increased capacity for teaching and learning. We respectfully request the school receive Partially Accredited-Reconstituted School status for the 2016-2017 school year.

**Virginia Department of Education
State/Federal Accountability Data
South Hill Elementary
Grades: PK - 05
Mecklenburg County**

Attachment U1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 87%	Gr 3-5: 86%	*78%	60%	73%	70%
Mathematics	90%	*80%	59%	67%	80%	89%
History and Social Sciences	*Gr 3: 82% *Gr 4-8: 98%	Gr 3: 88% Gr 4-8: 95%	87%	86%	86%	86%
Science	Gr 3: 88% Gr 5-8: 92%	Gr 3: 83% Gr 5-8: 91%	*77%	78%	84%	84%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	85%	85%	*64%	58%	71%	69%
English: Writing	94%	87%	60%	63%	N/A	N/A
History and Social Sciences	*90%	92%	87%	86%	86%	86%
Mathematics	90%	*62%	56%	63%	77%	88%
Science	90%	88%	*77%	79%	85%	84%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School* Application

Division: Mecklenburg County Public Schools

School: Park View Middle School

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of the **Mecklenburg County** School Board that **Park View Middle** School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Dale Sturdifen

Typed School Board Chair Name

Dale T. Sturdifen

School Board Chair Signature

September 12, 2016

Date

Division: Mecklenburg County Public Schools

School: Park View Middle School

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage			
Mecklenburg County Public Schools		54%			
School		Title I Model			
Park View Middle School		N/A			
	Grade Level	Enrollment	English Language Learners	Special Education	
	6	216	4	24	
	7	209	3	25	
	8	199	2	26	
	Total	624			

Division: Mecklenburg County Public Schools

School: Park View Middle School

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	65%	66%	73%	70%
Mathematics	57%	57%	79%	74%
Science	72%	67%	78%	78%
History	76%	78%	82%	81%
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English- 6 th Grade; EOC	62	67	65	65
English- 7 th Grade; EOC	68	72	73	73
English- 8 th Grade- Reading; EOC	60	77	67	67
English- 8 th Grade- Writing; EOC	62	66	68	68
Math- 6 th Grade	49	72	69	69
Math- 7 th Grade	37	71	64	64
Math- 8 th Grade	19	62	72	72
Algebra I	71	96	100	100
Geometry	93	97	N/A	100

Division: Mecklenburg County Public Schools

School: Park View Middle School

Civics- 8 th Grade	77	81	80	80
Physical Science- 8 th Grade	67	78	79	79
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Staff Information

In 2015-2016, Park View Middle School had 4 core teachers with three years or less experience.

In English, PVMS had two teachers with two years of experience. One 7th grade English teacher had seven years' experience, but was a first time English teacher. One 8th grade English teacher has accepted an administrative position within the school division and will not return for the 2016-2017 school year.

In Math, PVMS had one new teacher, and one teacher with three years' experience. One 8th grade math teacher has accepted a position in another school division and will not return for the 2016-2017 school year.

Physical Science had a new teacher who will be returning for the 2016-2017 school year.

During the 2015-2016 school year, Park View Middle had accessibility to the division Math and English coordinator, one ITRT and the Secondary Director. During the 2016-2017 school year, Park View Middle will have Secondary Director and part time ITRT availability.

For the 2016-2017 school year, PVMS will have two new core teachers, one English and one Math, a 6th grade Science, and an 8th grade Civics teacher.

PVMS had 49 teachers for the 2015-2016 school year and will maintain the same number for the upcoming year. Park View Middle did not have any teachers who taught outside of their endorsement area.

PVMS student enrollment has increased over the last three years.

Grade Level/ Content	Number of Teachers	New to School for 2016-2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
6/English	3	0	1	1	1	
6/Math	3	0		2	1	
6/Science	2	1	1		1	
6/History	2		2			

Division: Mecklenburg County Public Schools

School: Park View Middle School

7/English	3	0	1		1	1
7/Math	3	0	1		1	1
7/Science	2	0			2	
7/History	2	0	1			1
8/English	3	1	2			1
8/Math	3	1	1		1	1
8/Civics	2	1				2
8/Science	2			1	1	
Special Education	9		1		3	5
Total						

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0	
Number and percent of Exemplary teachers returning in 2016-2017	0	0	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	48	98%	
Number and percent of Proficient teachers returning in 2016-2017	44	92%	
Number and percent of Proficient teachers leaving in 2016-2017	4	08%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	1	02%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	1	02%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	36	73%	
Number and percent of provisionally licensed teachers in 2016-2017	6	12%	
Number and percent of new teachers to the school in 2016-2017	4	8%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	2	04%	8 th Grade Math 6 th Grade Science
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	1	02%	8 th Grade English
Principal Information/Instructional Background			
Degree area (s)	History and Secondary Education, Educational Leadership		
Total years of educational experience	11		
Total years as an Assistant Principal	2		
Total years as a Principal	(Interim currently in place) Principal resigned August 22, 2016.		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			1		
*Sought/Obtained An Educational Position Outside the Division			1		
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					
Left During the School Year					
Retired from Profession			1		
Left Profession/Field			1		
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

Division: Mecklenburg County Public Schools

School: Park View Middle School

Reconstitution Information

A new administration team was put in place for the 2014-2015 school year. Prior to that, there were a minimum of four administrative turnovers at the school level and at the division level. Instructional delivery, including Project Based Learning, was among one of the many initiatives put in place without consistent follow-up.

Since 2014-2015, a supplemental math program was implemented (Cortez) and then removed after two years. In the area of Reading, various interventions have been used, including iReady, Corrective Reading, and Essay Scorer.

Professional Development has included a more focused structure for goal writing, lesson planning, alignment, and rigor.

For the 2016-2017 school year, a new positive behavioral discipline system has been put in place.

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
Governance: Current administrative team consists of Interim Assistant Principal.	New Principal to be determined.	A new administrative team will be in place in order to move the school to full accreditation.
Instruction: Observation schedule was developed but not implemented with fidelity.	Weekly observation calendar was created in Google and shared with division director. The calendar specifies walkthroughs, informal evaluation, formal evaluations and completion deadlines. TalentEd report will be pulled each nine weeks.	There will be an increase in the amount of observations completed by administration and division director as noted in the TalentEd report.
Instruction: Lesson plan feedback was inconsistently provided by administration.	Weekly lesson plan calendar created to review lesson plans and provide feedback on alignment, objectives and cognitive level. Lesson plan feedback will be monitored at the division level.	Through more specific feedback given to teachers, SOL scores will increase to meet full accreditation in English.
Instruction: The school division had part of curriculum guides, pacing, and resources available to teachers.	The division has reviewed/revised and completed curriculum guides, pacing, assessment schedules and resources for English.	The availability of these resources and continual efforts toward their improvement will increase teacher's knowledge of curriculum aligning content, leading to a five point increase in

		Reading SOL scores.
Instruction: There was a 25 minute remediation block in the master schedule with unstructured instructional purpose.	A remediation block of 30 minutes with specific content objects designed each day.	By having the structured remediation time we expect to see an increase in SOL scores to meet accreditation in English by maximizing instructional minutes.
Instruction: School wide writing was a minimal part of the instructional day.	All teachers in all subject areas will incorporate reading and writing every day in their classrooms.	This will increase reading fluency, content vocabulary and writing skills, thus helping meet full accreditation for English.
Instruction: Vocabulary development was implemented in grade 7.	Vocabulary instructional practices will be implemented in all grade levels and will be noted in lesson plans for administration to monitor usage and appropriate use of resource material.	These practices will increase student vocabulary and overall word fluency, which will lead to an increase in reading and writing to meet full accreditation.
Instruction: Park View Middle had a schedule for regular department meetings.	Meetings will focus on student data collected by teachers, with specific guiding questions to drive instruction and provide necessary remediation. All meetings will have recorded minutes.	The focus on data, which leads to sound intervention and remediation practices, will increase student SOL scores.

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Book Fair for students, parents, and community	Increase in Reading SOL scores by 5 points
Parent Visitation twice a year (1 st and 2 nd Semester)	Increase in Reading SOL scores by 5 points
Student Presentations of Learning- Students will display and present their work samples	Increase in Reading SOL scores by 5 points
21 st Century After School Program- Reorganized to focus on improving Math and English skills	Increase in Reading SOL scores by 5 points
6 th Grade Open House (Introduction to Middle School)	Increase in Reading SOL scores by 5 points

Closing Rationale with Trajectory of Progress

Partially-Accredited Reconstitution for Park View Middle School is being requested based on the significant pattern of governance turnover, coupled with inconsistent division initiative implementation.

Moving forward, the new administrative team would work closely with the division level staff to focus on sound instructional practices, monitor efforts with fidelity, and provide specific feedback to yield results of full accreditation.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	70%	75%	>75%	>80%

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

Attachment U1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 89%	Gr 6-8: 88%	*81%	66%	73%	70%
Mathematics	86%	*72%	57%	57%	79%	74%
History and Social Sciences	*Gr 4-8: 87%	Gr 4-8: 85%	76%	78%	82%	81%
Science	Gr 5-8: 94%	Gr 5-8: 93%	*72%	77%	78%	78%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	91%	89%	*67%	64%	72%	68%
English: Writing	83%	83%	59%	62%	66%	68%
History and Social Sciences	*87%	85%	76%	78%	81%	81%
Mathematics	84%	*51%	52%	51%	74%	72%
Science	94%	93%	*72%	67%	78%	79%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School* Application

Division: Newport News

School: Saunders Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Newport News School Board that Saunders Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

JEFF STODGHILL

Typed School Board Chair Name

School Board Chair Signature

7/14/16

Date

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

School Information/Demographics

Newport News		Free/Reduced Lunch Eligible Percentage		
		69.5%		
Saunders		Title I Model		
Grade Level	Enrollment	English Language Learners	Special Education	
K	100	8	0	
1	130	15	6	
2	119	17	3	
3	119	11	12	
4	102	6	7	
5	102	5	10	
Total	673	62 (12%)	38 (5.6%)	

VIRGINIA DEPARTMENT OF EDUCATION



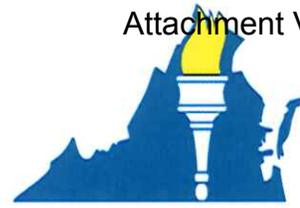
Office of School Improvement *Partially Accredited: Reconstituted School Application*

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	58%	54%	67%	69%
Mathematics	55%	64%	68%	67%
Science	75%	62%	73%	70%
History	76%	83%	88%	84%

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English 3	62%	63%	58%	69%
Math 3	53%	67%	64%	60%
English 4	51%	57%	78%	62%
Math 4	50%	73%	74%	70%
History 4	75%	84%	89%	83%
English 5	58%	53%	65%	71%
Math 5	61%	49%	67%	68%
Science 5	77%	57%	70%	69%

VIRGINIA DEPARTMENT OF EDUCATION

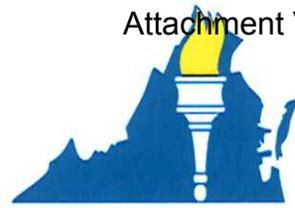


Office of School Improvement *Partially Accredited: Reconstituted School Application*

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	5	0	1	1	1	2
1	6	1	0	0	5	1
2	6	2	3	0	2	1
3	5	1	0	2	2	1
4	4	1	1	0	1	2
5	4	2	0	2	2	0
Special Education	3	1	2	0	1	0
Total	33	8	7	5	14	7

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	3	14.3%	
Number and percent of Exemplary teachers returning in 2016-2017	2	9.5%	
Number and percent of Exemplary teachers leaving in 2016-2017	1	4.8%	
Number and percent of teachers scoring Proficient in 2015-2016	17	81%	
Number and percent of Proficient teachers returning in 2016-2017	16	76.2%	
Number and percent of Proficient teachers leaving in 2016-2017	1	4.8%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	1	4.8%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	1	4.8%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	43	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0%	
Number and percent of new teachers to the school in 2016-2017	8	18.6%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0%	

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement
Partially Accredited: Reconstituted School Application

Principal Information/Instructional Background	
Degree area (s)	PK-3. 3-6,6-8 Administration K-12
Total years of educational experience	20
Total years as an Assistant Principal	6
Total years as a Principal	8

VIRGINIA DEPARTMENT OF EDUCATION

Office of School Improvement Partially Accredited: Reconstituted School/Application

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			1		
*Sought/Obtained An Educational Position Outside the Division			4		
*Sought/Obtained A Non-Educational Position Outside the Division			1		
Advanced in Profession			0		
Left Solely for Higher Pay			0		
Personal Reasons (family, health, education)			1		
Left During the School Year			0		
Retired from Profession			0		
Left Profession/Field			1		



VIRGINIA DEPARTMENT OF EDUCATION

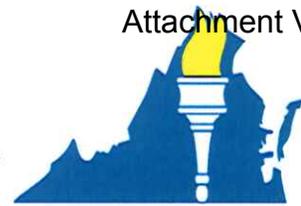
Office of School Improvement

Partially Accredited: Reconstituted School Application

Resigned In Lieu of Dismissal/Termination			0	
Dismissed/Non-Renewed			0	
Other Reasons Not Identified Above			0	

*non-duplicate

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM The Intervention/Enrichment Block for grades 2-5 focused on Reading and Math throughout the school dependent on current grade level data.</p>	<p>INSTRUCTIONAL PROGRAM The Intervention/Enrichment Block for grades 2-5 focused on student needs based on individual student data. Data Notebooks will be kept, maintained and checked by Administration Team weekly. Weekly assessments on grade appropriate skills will be added to Data Notebooks to track and monitor student progress.</p>	<p>INSTRUCTIONAL PROGRAM Students will increase their ability to comprehend grade level text in reading and problem-solve grade level math problems. This practice will lead to an 8 point gain in both Reading and Math SOL's.</p>
<p>INSTRUCTIONAL PROGRAM Currently Saunders students who exit an ESL program receive intervention services similar to students who are below grade level in an academic area.</p>	<p>INSTRUCTIONAL PROGRAM Students recently exited from ESL service will be identified and tracked throughout the school year. Intervention groups will target these identified students and ensure they are receiving instruction in accordance with grade level expectations and content.</p>	<p>INSTRUCTIONAL PROGRAM Students released from an ESL program and targeted by teachers will perform similarly to their peers as measured on the DRA assessments, quarterly benchmarks, and SOL tests.</p>
<p>STAFF Staff communicates with parents on a regular basis.</p>	<p>STAFF Staff will communicate weekly with parents informing them of their child's progress, incomplete assignments, and performance on grade level assessments. This will be monitored by School Administration Team during weekly grade level team meetings.</p>	<p>STAFF Students will complete assignments more accurately on a regular basis with parental support. Parents will be aware of performance on grade level assessments and students will progress and achieve results closer to grade level expectations.</p>
<p>STUDENT POPULATION 38 students in grades 3-5 had more than 15 absences throughout the course of the 2015-2016 school year. Most students did not perform well on end of the year assessments and/or on their SOL</p>	<p>STUDENT POPULATION The School Administration Team will track students who have a history of excessive absences. Parents will be contacted immediately when student absences begin to occur. Teachers</p>	<p>STUDENT POPULATION Student attendance will improve. These identified students will perform similarly to their peers on all grade level assessments and end of the year measures.</p>

VIRGINIA DEPARTMENT OF EDUCATION

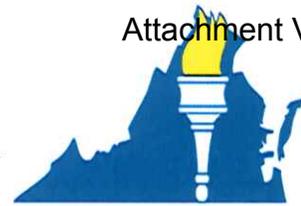


Office of School Improvement

Partially Accredited: Reconstituted School Application

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>tests. Automated phone calls go to parents to inform them of their child's absence. Attendance letters are sent to parents when students reach a specified number of absences.</p>	<p>will be made aware of student absenteeism and will be expected to adjust their instruction to meet the needs of these students.</p>	

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Kindergarten Round Up 8-20-16. Parents will visit with Saunders Staff to gain information on academic program, attendance, and school programs. Teachers follow up during the year with individual and student led conferences.	Parents would be aware of academic and attendance requirements as well as school expectations. Importance stressed on reading, concept of word, math problem solving, and number and number sense.
Back To School Night. 9-27-16. Students and parents attend sessions provided by each grade level to review testing, assessments, academic requirements, and schedules. Parents are shown student progress, activities, and products to provide parents a sense of rigor of the program at Saunders Elementary.	Impact would be across all content areas. Parents are encouraged to assist with homework, read with their children, and discuss assessments. By providing parents an awareness of the academic program, this will assist with the partnership of establishing positive academic achievement across all grade levels
Parent and Student SOL Nights. 2-1-17. Parents and students will meet with grade level teams regarding upcoming SOL Assessments. Testing calendar, academic and homework expectations are discussed. Teachers follow up with students on a weekly basis to reinforce content, requirements and expectations as the 2 nd semester progresses.	These meetings and the information is expected to have a positive impact on student achievement by making parents and students aware of requirements. These meetings include very specific discussions regarding assessments and work completed to prepare students to apply sustained academic content on assessments.

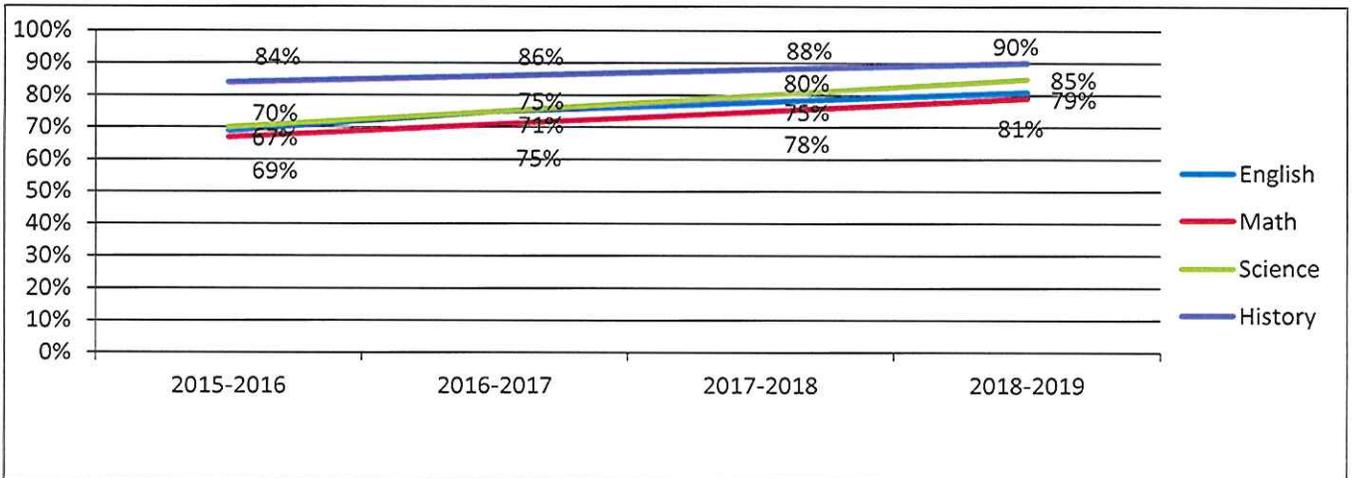
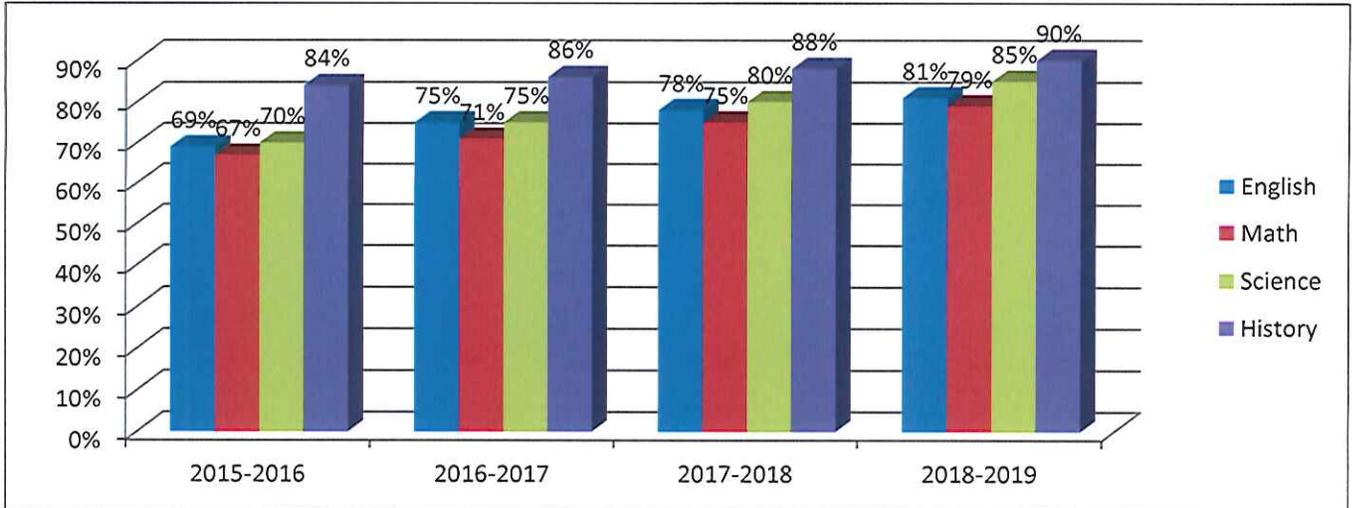
With the time, energy, and resources put into Reading, we expect a substantial gain for next school year. With Math, Science, and History we expect to continue to make progress through 2018-2019. From 2014-2015 we experienced substantial growth in all four content areas. Our expectations are high based on prior performance.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	69%	75%	78%	81%
Math	67%	71%	75%	79%
Science	70%	75%	80%	85%
History	84%	86%	88%	90%

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*



We respectfully request that Saunders receive Partially Accredited- Reconstituted status for the 2016-2017 school year.

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

Attachment V1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 81%	Gr 3-5: 79%	*58%	54%	67%	71%
Mathematics	85%	*73%	55%	64%	68%	69%
History and Social Sciences	*Gr 3: 83% *Gr 4-8: 90%	Gr 3: 71% Gr 4-8: 85%	76%	83%	88%	85%
Science	Gr 3: 83% Gr 5-8: 91%	Gr 3: 82% Gr 5-8: 87%	*75%	74%	73%	71%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	79%	78%	*57%	58%	67%	68%
English: Writing	83%	77%	54%	40%	N/A	N/A
History and Social Sciences	*87%	79%	77%	83%	89%	83%
Mathematics	84%	*49%	55%	63%	69%	66%
Science	87%	85%	*75%	63%	70%	66%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School* Application

Division Newport News Public Schools

School: Palmer Elementary School

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of the Newport News School Board that Palmer Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

JEFF STODGHILL

Typed School Board Chair Name

School Board Chair Signature

7/14/16

Date

Division: NNPS

School: Palmer Elementary

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Newport News Public Schools		83%		
School		Title I Model		
Palmer Elementary		School-wide		
Grade Level	Enrollment	English Language Learners	Special Education	
K	79	25	4	
1 st	79	23	6	
2 nd	71	17	3	
3 rd	101	32	16	
4 th	90	13	7	
5 th	95	17	9	
Total	515	127 (25%)	45 (8.7%)	

Division: NNPS

School: Palmer Elementary

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	49%	67%	73%	75%
Mathematics	55%	69%	72%	74%
Science	62%	47%	73%	75%
History	68%	82%	80%	82%
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
3 rd Grade:				
English	45%	58%	56%	70%
Math	47%	55%	62%	70%
4 th Grade:				
English	36%	68%	75%	75%
Math	57%	76%	85%	85%
VA Studies	55%	83%	81%	85%
5 th Grade:				
English	51%	54%	70%	75%
Math	52%	59%	64%	70%
Science	49%	46%	74%	75%
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Division: NNPS

School: Palmer Elementary

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016-2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	4	1- (TBD)	1	2	-	-
1 st	4	0	1	2	1	-
2 nd	4	1- (TBD)	1	1	-	1
3 rd	4	0	3	-	1	-
4 th	5	0	-	2	1	2
5 th	4	0	-	1	1	2
Special Education	2	0	1	-	-	1
Total	27	2	7	8	4	6

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information		Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016		3	17.6%	
Number and percent of Exemplary teachers returning in 2016-2017		3	17.6%	
Number and percent of Exemplary teachers leaving in 2016-2017		0	0.0%	
Number and percent of teachers scoring Proficient in 2015-2016		14	82.4%	
Number and percent of Proficient teachers returning in 2016-2017		13	76.5%	
Number and percent of Proficient teachers leaving in 2016-2017		1	5.9%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016		0	0.0%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017		0	0.0%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017		0	0.0%	
Number and percent of teachers scoring Unacceptable in 2015-2016		0	0.0%	
Number and percent of Unacceptable teachers returning in 2016-2017		0	0.0%	
Number and percent of Unacceptable teachers leaving in 2016-2017		0	0.0%	
Teacher Licensure Information		Number of All Teachers	Percent of All Teachers	
Number and percent of teachers fully licensed in 2016-2017		37	97.4%	
Number and percent of provisionally licensed teachers in 2016-2017		1	2.6%	
Number and percent of new teachers to the school in 2016-2017		3	7.9%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)		0	0.0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)		0	0.0%	
Principal Information/Instructional Background				
Degree area (s)		BA in PK-4 Elementary Ed, Masters in Education & Human Development		
Total years of educational experience		24		
Total years as an Assistant Principal		6		
Total years as a Principal		11		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained An Educational Position Outside the Division					
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					
Left During the School Year					
Retired from Profession	1				
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above	4		1		

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM</p> <p>The intervention block of instruction (daily for 30 minutes) focused on reading practices from the book Notice & Notes and from grade level text.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>The intervention block of instruction will be revised to focus in grades 3-5 on reading intervention strategies. Intervention strategies will be based on individual student data. Teach text dependent question lessons (by Fisher & Frye) in September and October to students.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Students will increase their ability to comprehend text at higher levels that will lead to an anticipated two point + gain on the reading SOL.</p>
<p>INSTRUCTIONAL PROGRAM/Staff: READING</p> <p>Teachers plan weekly with reading specialist to unpack the curriculum and to create whole group lesson plans. They also attend monthly reading workshops.</p>	<p>INSTRUCTIONAL PROGRAM/Staff: READING</p> <p>We will have a summer book study on the Book Whisperer to change the reading environment. Teachers will begin a reading workshop/reading conferencing model in their classroom.</p>	<p>INSTRUCTIONAL PROGRAM/Staff: READING</p> <p>Proper training will increase the fidelity of implementation among teachers in all grade levels leading to an increase in individual student levels of 1.5 years or more.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
September - May: Reading Night - Parents are invited to attend monthly PM workshops which show parents fun activities to do at home to help children with letter recognition, high frequency word recognition, reading fluency and comprehension. We also share this information at teacher conferences, student led conferences and child study meetings. October - May: Home reading program monitored weekly. Student recognition monthly and quarterly.	We have held workshops over the past two years to help parents with these skills, and we attribute parent involvement as a critical piece to our success. We anticipate continued success with our reading scores. Student’s reading comprehension, vocabulary, and stamina will improve leading to gains in SOL scores by two to seven points in a three years.

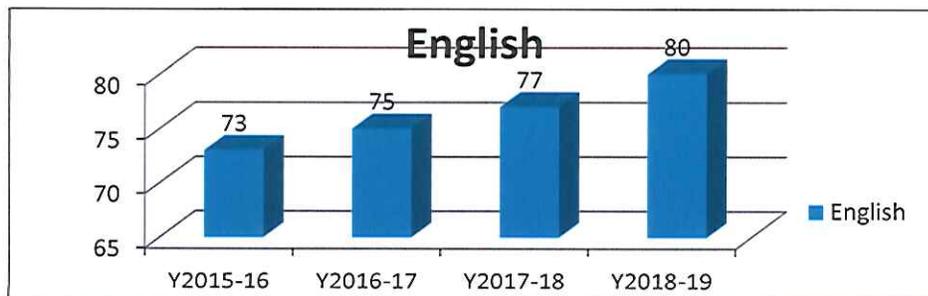
Closing Rationale with Trajectory of Progress

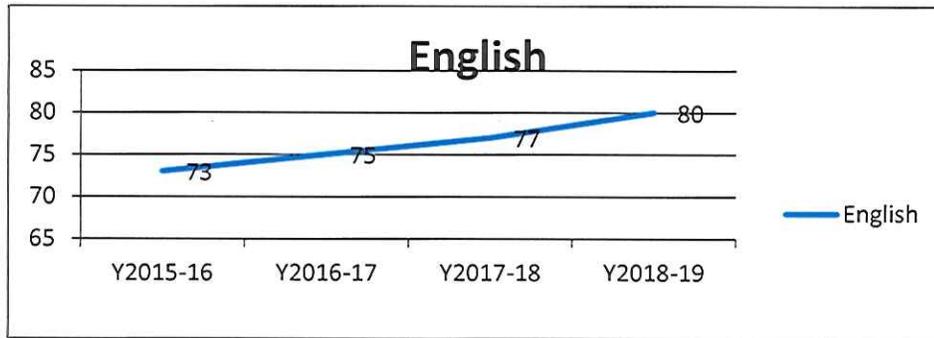
Based on the SOL data presented in the application, Palmer Elementary School has exhibited significant achievement gains in English the past two years.

- English -24 points in two years (49% to 73%)

We anticipate continuing gains as indicated by the trajectory below.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	73%	75%	77%	80%
Math	n/a			
Science	n/a			
History	n/a			





As stated in the proposed practices, the division will continue to provide monthly and quarterly monitoring and support to increase capacity for teaching and learning. We respectfully request the school receive Partially Accredited – Reconstituted School status for the 2016-2017 school year.

**Virginia Department of Education
State/Federal Accountability Data
L.F. Palmer Elementary
Grades: PK - 05
Newport News City**

Attachment V1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 84%	Gr 3-5: 80%	*51%	49%	67%	73%
Mathematics	92%	*81%	48%	55%	69%	73%
History and Social Sciences	*Gr 3: 75% *Gr 4-8: 88%	Gr 3: 73% Gr 4-8: 77%	70%	71%	82%	80%
Science	Gr 3: 84% Gr 5-8: 81%	Gr 3: 90% Gr 5-8: 82%	*76%	62%	47%	73%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	81%	78%	*51%	45%	61%	67%
English: Writing	89%	81%	44%	50%	N/A	N/A
History and Social Sciences	*81%	73%	68%	65%	83%	81%
Mathematics	91%	*57%	46%	52%	64%	70%
Science	83%	85%	*57%	59%	46%	74%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School* Application

Division: Newport News

School: T. Ryland Sanford Elementary

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

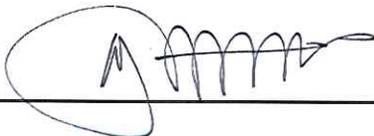
8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of Newport News School Board that T. Ryland Sanford Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

JEFF STODGHILL Typed School Board Chair Name

 School Board Chair Signature

7/14/16 Date

Division: Newport News School: T. Ryland Sanford Elementary

School Information/Demographics

Division Newport News		Free/Reduced Lunch Eligible Percentage: 70.51%		
School T. Ryland Sanford Elementary		Title I Model: School Wide Program		
Grade Level	Enrollment	English Language Learners	Special Education	
K	100	15	5	
1	101	12	8	
2	101	20	7	
3	108	10	16	
4	88	4	13	
5	91	5	9	
Total	589	66 (11%)	58 (10%)	

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	58	60	73	70
Mathematics	54	75	81	74
Science	74	67	83	78
History	77	80	88	79
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English-3 rd grade; EOC English				
ENGL 3	59	49	67	63
ENGL 4	61	59	68	71
ENGL 5	59	66	74	71
MATH 3	42	60	76	69
MATH 4	75	82	78	77
MATH 5	54	68	85	69
VAS 4	72	90	87	80
SCI 5	68	70	81	76
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

Division: Newport News School: T. Ryland Sanford Elementary

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	5	1	1	4	-	-
1	5	1	-	3	1	1
2	5	1	2	2	1	-
3	5	1	2	3	-	-
4	5	1	-	3	2	-
5	4	0	1	2	-	1
Special Education	2	1			1	1
Total	31	6	6	17	5	3

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	7	23%	
Number and percent of Exemplary teachers returning in 2016-2017	6	19%	
Number and percent of Exemplary teachers leaving in 2016-2017	1	3%	
Number and percent of teachers scoring Proficient in 2015-2016	11	35%	
Number and percent of Proficient teachers returning in 2016-2017	10	32%	
Number and percent of Proficient teachers leaving in 2016-2017	1	3%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	31	31	
Number and percent of provisionally licensed teachers in 2016-2017	0	0	
Number and percent of new teachers to the school in 2016-2017			
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	Communication Studies; Education Administration		
Total years of educational experience	11		
Total years as an Assistant Principal	3		
Total years as a Principal	4		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	1				
*Sought/Obtained An Educational Position Outside the Division					
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)	1	1	1		
Left During the School Year					
Retired from Profession					
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program Emphasis on small group guided reading</p>	<p>While the importance of guided reading is embedded in our daily reading practice, there will be an increased emphasis on Independent Reading practice to include student/teacher Reading Conferences. Reading conferences will focus on student independent reading where students have exercised choice in their selection of leveled independent reading material and the conference focuses on comprehension and provides opportunities for student to apply the reading comprehension strands to their reading choice.</p>	<p>Proper training on Reading Conferences will increase student opportunities to apply reading SOL strands to text and increase reading levels and lead to a 5-10 point gain in SOL scores.</p>
<p>Instructional Program Units of study in reading on fiction, nonfiction, and functional text</p>	<p>Increasing the use of paired passages to provide students the opportunity to apply reading strategies to fiction, nonfiction, and functional text selections. Students will be exposed to at least 2 of the 3 on a weekly basis in their independent reading block: fiction, nonfiction and functional text. This will also increase exposure to non-fiction content related reading material.</p>	<p>Increasing the opportunities for students to apply reading SOL strands to a variety of texts will lead to increased exposure to nonfiction and functional text and lead to a 5-10 point gain in SOL scores.</p>
<p>Staff Teachers plan weekly with the reading specialist to unpack the curriculum and draft whole group reading plans</p>	<p>Improved data analysis by assigning a grade level team member (grades 3-5) who is trained by the school division's data specialist to review Interactive Achievement assessment data on a bi-weekly and monthly basis and then prepares a data analysis presentation for grade level teams to inform instruction</p>	<p>Proper training in data analysis will lead to more informed instructional decisions and result in a 5-10 point gain in SOL scores</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)

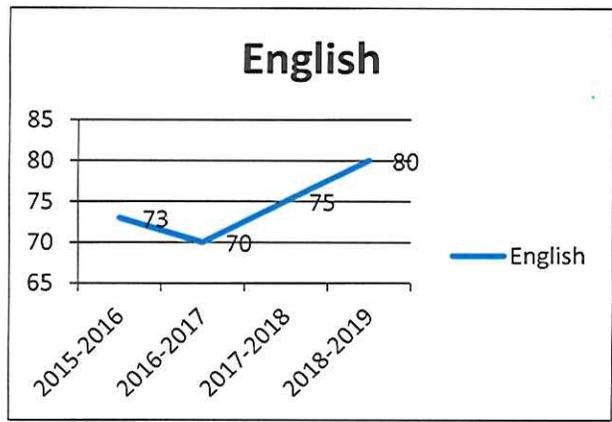
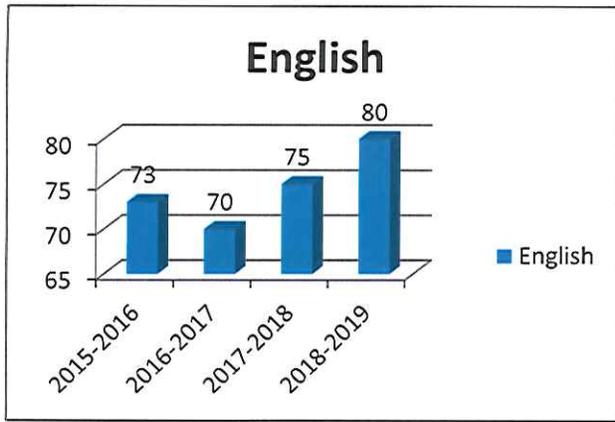
Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p style="text-align: center;">Reading as a Family Event Oct-Nov 2016</p> <p>Invite families to school to visit literacy stations and to make families aware of the importance of reading together. Families will be presented with examples of the reading activities that students work on at school including: Book Reviews, Book Talks, comprehension strategies, fluency practice, word work, independent reading that improves reading stamina and online reading. Data about the importance of reading with children will be presented. In addition, online resources that families may access at home that could assist their child will be shared with family members.</p>	<p>By sharing with families the reading instruction that occurs at school, families will have a deeper understanding about how to support and encourage a joy of reading in their child. The increases in comprehension and stamina that result will lead to a 5-10 point gain in reading SOLs over a two year period.</p>
<p style="text-align: center;">Student Led Conferences March 2017</p> <p>Families will be invited to school throughout the week of March 6-10, 2017 to participate in a student led conferences. The student led conference will provide an opportunity for students to share work samples from throughout the school year. Students will be applying a variety of skills including reading, writing, oral communication as they present student created work samples from math, reading, writing and content.</p>	<p>Students will communicate their learning and exercise voice and choice to personalize their work and develop confidence and competence in all academic standards. This will lead to a 5-10 point gain in reading, math and content SOLs.</p>

Closing Rationale with Trajectory of Progress

Based on the SOL data presented in the application, T. Ryland Sanford has exhibited significant achievement gains in English and Math since the 2012-2013 SY SOL assessment administration (Reading +12; Math +20). The school has met accreditation goals in Math, Science and History in each school year since the 2013-2014 SY SOL assessments. The school anticipates gains in Reading as indicated by the trajectory of progress chart below:

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	73	70	75	80
Math	n/a			
Science	n/a			
History	n/a			



As stated in the proposed practices, the division will continue to monitor and support the increased capacity for teaching and learning. We respectfully request the school receive Partially Accredited – Reconstituted School status for the 2016-2017 school year.

**Virginia Department of Education
State/Federal Accountability Data
T. Ryland Sanford Elementary
Grades: PK - 05
Newport News City**

Attachment V1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 78%	Gr 3-5: 80%	*58%	60%	73%	70%
Mathematics	88%	*75%	54%	75%	81%	74%
History and Social Sciences	*Gr 3: 81% *Gr 4-8: 92%	Gr 3: 79% Gr 4-8: 78%	77%	80%	88%	81%
Science	Gr 3: 85% Gr 5-8: 81%	Gr 3: 84% Gr 5-8: 93%	*74%	76%	83%	78%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	79%	81%	*59%	59%	70%	68%
English: Writing	79%	79%	51%	55%	N/A	N/A
History and Social Sciences	*88%	78%	77%	81%	87%	81%
Mathematics	90%	*50%	56%	70%	79%	72%
Science	84%	86%	*73%	68%	81%	76%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Newport News Public Schools

School: Heritage High School

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of Newport News School Board that Heritage High School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Jeff Stodghill Typed School Board Chair Name

School Board Chair Signature

7/14/16

Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Newport News Public Schools		77.2%		
School		Title I Model		
Heritage High School		N/A		
Grade Level	Enrollment	English Language Learners	Special Education	
9	331	0	57	
10	331	0	46	
11	353	1	31	
12	305	0	38	
Total	1,320	1	172	

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	79	76	81	79
Mathematics	47	44	52	65
Science	62	58	68	74
History	72	68	78	81
Graduation and Completion Index (if applicable)	85	86	88	88

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
EOC: Reading	80	82	83	82
EOC: Writing	79	71	78	77
Algebra I	59	41	57	68
Geometry	40	45	37	38
Algebra II	38	50	57	87
Earth Science	70	55	62	65
Biology	61	63	79	83
Chemistry	61	73	65	67
World Geo	73	61	70	69
World History 1	81	84	85	91
World History 2	67	82	83	92
VA/US History	71	68	81	85
Graduation and Completion Index (if applicable)	85	86	88	87

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
English	12	2	3	0	6	3
Math	10	3	4	0	5	1
Science	9	4	2	0	2	5
Social Studies	10	2	2	2	2	4
Special Education	13	3	3	2	5	3
Total	54	14	14	4	20	16

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	5	12.5%	
Number and percent of Exemplary teachers returning in 2016-2017	4	10.0%	
Number and percent of Exemplary teachers leaving in 2016-2017	1	2.5%	
Number and percent of teachers scoring Proficient in 2015-2016	35	87.5%	
Number and percent of Proficient teachers returning in 2016-2017	33	82.5%	
Number and percent of Proficient teachers leaving in 2016-2017	2	5/0%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0.0%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0.0%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0.0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0.0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0.0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0.0%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	78	92.9%	
Number and percent of provisionally licensed teachers in 2016-2017	6	7.1%	
Number and percent of new teachers to the school in 2016-2017	17	20.2%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	1	1.2%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	1	1.2%	
Principal Information/Instructional Background			
Degree area (s)	Applied Mathematics		
Total years of educational experience	11		
Total years as an Assistant Principal	4		
Total years as a Principal	2		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained An Educational Position Outside the Division	2		2		
*Sought/Obtained A Non-Educational Position Outside the Division	2				
Advanced in Profession	1				
Left Solely for Higher Pay					
Personal Reasons (family, health, education)	2		2		
Left During the School Year					
Retired from Profession	2		1		
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination				2	
Dismissed/Non-Renewed					
Other Reasons Not Identified Above			1		

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Common planning with agendas varying by content team and time of year based on data needs.</p> <p>Varying pacing across content teams</p> <p>Whole group intervention strategies</p>	<p>Common planning with structured agendas to include time line for the following activities:</p> <ul style="list-style-type: none"> -Pacing *Formative/Summative Assessment -Unpacking of Standards -Creation of lesson *Chunking of content *Intentional checks for understanding during the lesson “Chunk & Check” -Assessment results -Tiered Interventions based on student SOL strand performance 	<p>Student will increase their performance on all EOC Mathematics SOL assessments gaining no less that 70%</p>
<p>Teachers independently create assessments based on the unit of instruction and sporadically used Interactive Achievement to collect student assessment data</p>	<p>Division Math Supervisor assigned to Heritage 50% of the week to provide instructional support during meetings and instructional feedback.</p> <p>Intensive training for Interactive Achievement to ensure all teachers master gathering, analyzing and using data to drive instructional practices.</p> <p>Common 4.5 week (Interim) assessments given and data collected via Interactive Achievement</p>	<p>Teachers will articulate specific student progress monitored through 4.5 week (Interim) data reports and 10 minute meeting. The first assessment will be used as a baseline and progress will be noted at each assessment period.</p> <p>Teachers will score greater than 70% overall on EOC assessments or increase individual pass rate by no fewer than five percentage points.</p>
<p>Limited connections between previously taught skills and new concepts. Specifically inconsistent spiraling back to non-mastered concepts when they are directly related to new concepts being presented.</p>	<p>Defined Math classroom instructional plan to promote connection past concepts to current concepts</p> <ul style="list-style-type: none"> -15 min Math Review -30 min Re-Teaching based on data incorporating “Chunk & Check” and aligned with new concepts -45 min New Concepts 	<p>Students will have the opportunity to receive new instructional strategies on concepts that posed challenges earlier in the year. Additionally, students will be able to make the connection to new learning and increase their retention of mathematical concepts. This will be reflection the data sources referenced above.</p>

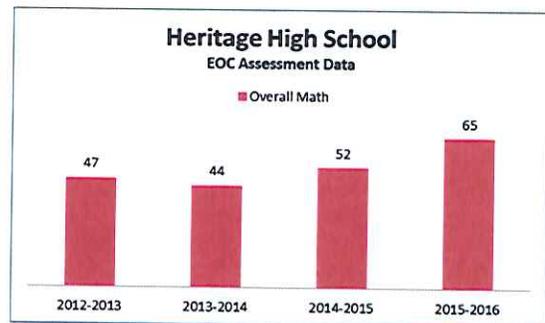
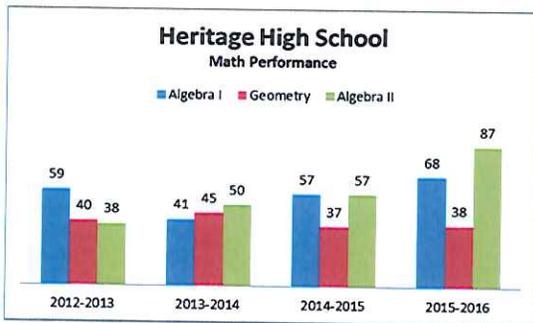
Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Monthly: After school parent teacher conferences Extended school counseling hours	Parent and students will be made aware of the impact that Mathematics has on future success. During this work with will present parents with study/test taking strategies and resources that are available to assist student in being successful on the EOC assessment. SOL parent night will allow students the opportunity to demonstrate what they have learned to families and allow families to see the need to encourage students to participate in afterschool/Saturday remediation when necessary.
Semester: Parent Conference Night	
Yearly: Freshman/New Student Orientation Magnet Open House FASFA Night On-Site College Admissions SOL Parent Night	

Closing Rationale with Trajectory of Progress

Heritage High School has made significant progress towards meeting accreditation goals in Mathematics gaining twenty-one percentage points in the past two year. We anticipate continuing gains as indicated below:

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English				
Math	65	70	75	80
Science				
History				



**Virginia Department of Education
State/Federal Accountability Data
Heritage High
Grades: 09 - 12
Newport News City**

Attachment V1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 87%	Gr 6-8: 87%	*79%	76%	81%	80%
Mathematics	83%	*75%	47%	44%	52%	66%
History and Social Sciences	*Gr 4-8: 79%	Gr 4-8: 71%	72%	70%	78%	81%
Science	Gr 5-8: 83%	Gr 5-8: 80%	*76%	58%	68%	74%
Graduation and Completion Index	85%	86%	87%	91%	89%	3%

Federal Accountability Status

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

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	87%	87%	*81%	82%	83%	83%
English: Writing	88%	88%	79%	71%	78%	76%
History and Social Sciences	*67%	72%	73%	70%	79%	82%
Mathematics	84%	*46%	46%	46%	51%	65%
Science	84%	81%	*65%	60%	70%	75%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Norfolk Public Schools

School: Chesterfield Academy

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Norfolk City School Board that Chesterfield Academy be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Rodney A. Jordan School Board Chair Name

School Board Chair Signature

7/19/16 Date

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Norfolk Public Schools

School: Chesterfield Academy

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

It is the request of Norfolk City School Board that Chesterfield Academy be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Rodney A. Jordan School Board Chair Name

_____ School Board Chair Signature

_____ Date

School Information/Demographics

Division			Free/Reduced Lunch Eligible Percentage:	
Norfolk			100% Community Eligibility Program	
School			Title I Model	
Chesterfield Academy			School Wide Program	
	Grade Level	Enrollment	English Language Learners	Special Education
	PK	87	0	2
	K	75	0	4
	1	75	1	5
	2	73	0	9
	3	60	0	10
	4	55	1	6
	5	63	0	7
	Total	488	2	43

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	57	53	58	56
Mathematics	56	46	55	50
Science	60	43	42	54
History	73	67	52	73
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English 3	55	35	47	38
English 4	62	43	69	41
English 5	62	75	64	71
Math 3	56	31	51	29
Math 4	56	41	81	53
Math 5	60	68	39	57
Science 3	64	78	N/A	N/A
Science 4	N/A	N/A	N/A	N/A
Science 5	75	47	43	54
History 3	79	73	N/A	N/A
History 4	N/A	N/A	N/A	N/A
History 5	96	91	58	71
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016-17	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
PK	5	0	0	0	0	5
K-Math	1	0	1	0	0	0
K-Rdg.	1	1	0	0	1	0
K-W/Sci/SS	1*	1	1	0	0	0
1-Math	1	0	0	1	0	0
1-Rdg.	1	0	1	0	0	0
1-W/Sci/SS	1	0	0	1	0	0
2-Math	1	0	0	0	0	1
2-Rdg.	1	1	0	0	0	0
2-W/Sci/SS	1	0	0	0	1	0
K-2 Math	1	0	0	1	0	0
K-2 Rdg.	1	1	0	0	0	1
K-2 W/Sci/SS	1	0	0	0	1	0
3-Math	1	1	1	0	0	0
3-Rdg.	1	0	0	0	1	0
3-W/Sci/SS	1	1	1	0	0	0
4-Math	1	1	1	0	0	0
4-Rdg.	1	0	0	0	0	0
4-W/Sci/SS	1	0	0	1	0	0
5-Math	1	0	1	0	0	0
5-Math	1	0	0	0	1	0
5-W/Sci/SS	1	0	0	0	0	0
Special Educ.	2	0	1	0	0	1
Total	28	7	8	4	5	8

*Long-term Guest Teacher

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	6	19%	
Number and percent of Exemplary teachers returning in 2016-2017	5	15%	
Number and percent of Exemplary teachers leaving in 2016-2017	1	3%	
Number and percent of teachers scoring Proficient in 2015-2016	-	-	
Number and percent of Proficient teachers returning in 2016-2017	-	-	
Number and percent of Proficient teachers leaving in 2016-2017	-	-	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	1	3%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	-	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	1	3%	
Number and percent of teachers scoring Unacceptable in 2015-2016	1	3%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	-	
Number and percent of Unacceptable teachers leaving in 2016-2017	1	3%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	33	99%	
Number and percent of provisionally licensed teachers in 2016-2017	3	9%	
Number and percent of new teachers to the school in 2016-2017	10	19%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	1	3%	5 th Grade
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	N/A
Principal Information/Instructional Background *The information refers to the newly assigned principal.			
Degree area (s)	BS-Biology; MS-Ed. Admin.; Ed.D.-Ed. Leadership/Policy Studies		
Total years of educational experience	25		
Total years as an Assistant Principal	7		
Total years as a Principal	7 (the first 4 separated from the last 3 by 10 years at central admin.)		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	N/A				
*Sought/Obtained An Educational Position Outside the Division	N/A				
*Sought/Obtained A Non-Educational Position Outside the Division	N/A				
Advanced in Profession	N/A				
Left Solely for Higher Pay	N/A				
Personal Reasons (family, health, education)	N/A				
Left During the School Year	N/A				
Retired from Profession	N/A				
Left Profession/Field	N/A				
Resigned In Lieu of Dismissal/Termination					2
Dismissed/Non-Renewed	N/A				
Other Reasons Not Identified Above					1

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p><u>Governance</u></p> <p>The 2015-2016 school year began with a leadership team that consisted of the principal, assistant principal, math and reading specialists, and math and reading interventionists. Mid-year, the interventionists and specialists were removed from the leadership team.</p>	<p><u>Governance</u></p> <p>A new principal will be assigned to the school for the 2016-2017 school year. The leadership team will consist of the principal, assistant principal, newly-appointed reading and math specialists, and newly-appointed reading and math interventionists.</p>	<p><u>Governance</u></p> <p>A complete leadership team will support the new principal in charting the course for student achievement. Consistency and pervasiveness of effective instructional and leadership practices will yield improved learning outcomes for all students.</p>
<p><u>Governance</u></p> <p>An outside contractor conducted one professional development session on creating effective leadership teams.</p>	<p><u>Governance</u></p> <p>During the 2016-2017 school year, the school's administrative team will participate in a series of district-wide professional development sessions conducted by an outside contractor. Sessions are focused on the development of effective school leadership teams.</p>	<p><u>Governance</u></p> <p>The administrative team will train the leadership team using the concepts and strategies obtained from the district-wide professional development sessions. The capacity of the leadership team will be strengthened and reflected in improved teacher performance and, by extension, improved student performance.</p>
<p><u>Instructional Program</u></p> <p>The administration and the leadership team conducts periodic walkthroughs. Following the walkthrough, written feedback is offered to teachers.</p>	<p><u>Instructional Program</u></p> <p>Peer feedback will be implemented K-5. The administrative and leadership teams will continue to conduct periodic walkthroughs and offer written feedback to teachers. In addition, teacher teams will conduct two peer walkthroughs per month. Walkthroughs will be conducted in the classrooms of teachers in the same grade level and teachers will meet with the observed teacher to offer feedback and determine next steps for instructional improvement.</p>	<p><u>Instructional Program</u></p> <p>Leadership feedback coupled with peer feedback will serve to build teacher capacity and will foster a more collaborative instructional environment.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p><u>Instructional Program</u></p> <p>Division-wide Guided Reading training was provided to school administrators and K-2 teachers by an outside contractor in the Spring of 2016.</p>	<p><u>Instructional Program</u></p> <p>The Guided Reading training will expand to grades 3-5.</p>	<p><u>Instructional Program</u></p> <p>Teacher-led guided reading groups will be strengthened, leading to an increase in reading SOL scores. Implementation from the training will be observed in classrooms through observation and next steps will be determined to support teachers in need of assistance.</p>
<p><u>Instructional Program</u></p> <p>Reading instruction is provided during the literacy block. During this time, students with disabilities received reading instruction during whole and small group instruction.</p>	<p><u>Instructional Program</u></p> <p>For the 2016-2017 school year, the Balanced Literacy block will begin with 20 minutes daily of multisensory instruction for decoding, encoding, letter formation, sight word mastery, and sentence construction.</p>	<p><u>Instructional Program</u></p> <p>Reading scores of students with disabilities will increase by a minimum of ten percentage points.</p>
<p><u>Instructional Program</u></p> <p>Specially Designed Instruction (SDI) occurs in the classroom for students with disabilities to assure access to and participation in the curriculum according to the Individual Education Program (IEP).</p>	<p><u>Instructional Program</u></p> <p>SDI will be supported through professional development provided by the district with a focus on co-teaching models and instructional practices that incorporate executive functioning strategies. (Executive Function: Mental processes that help students to plan, initiate, and follow through on tasks. Processes include attention, focus, and time management.)</p>	<p><u>Instructional Program</u></p> <p>An increase in student engagement and positive behavior for students with disabilities will be observed through observations and walkthrough data. Next steps for professional development will be determined by the data.</p>
<p><u>Instructional Program</u></p> <p>The administrators, LTP consultants, division's senior coordinators, and division's RtI specialist provided professional development sessions during teachers' weekly dedicated professional learning day (35-45</p>	<p><u>Instructional Program</u></p> <p>Professional development sessions will primarily focus on reading and math strategies. Professional development sessions will also include strategies to build students' skills in science and history. Monthly</p>	<p><u>Instructional Program</u></p> <p>Narrowing the focus and implementing strategies with fidelity will lead to increased academic achievement, leading to an increase in math, reading, science, and history SOL scores by a minimum of ten percentage</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>minutes). Topics included the following: Guided Reading, reading strategies, math strategies, alignment and rigor, behavior management strategies, design of formative assessments at the right depth of knowledge, unpacking the standards, increased student engagement, data analysis and next steps.</p>	<p>vertical team meetings will be reinstated in order to provide teachers with in-depth content knowledge on the grade levels that precede and follow.</p>	<p>points. Weekly walkthroughs by the school's administration will serve to monitor the implementation of the strategies garnered from the professional development sessions.</p>
<p><u>Staff</u></p> <p>Reading and math specialists provided a variety of support to students and staff.</p>	<p><u>Staff</u></p> <p>The school's reading and math specialists will have specific district expectations as to job description responsibilities. Support will prioritize coaching and supporting Tier I instruction.</p>	<p><u>Staff</u></p> <p>An increase in the number of classes meeting benchmarks during Tier I instruction as measured by formative assessment data monitored by school and district administration.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
September 2016 Every School Day Counts! No late arrivals and no early dismissals Perfect attendance incentives for individuals and classes. Data on how attendance impacts graduation	The anticipated impact is that students will attend school regularly, arrive to school on time, and remain for the duration of the school day. There is a loss of instructional time when students are absent, late, and/or leave school early.
October 2016 Respectful, Responsible, and Safe Our school rules/rewards/consequences Conflict Mediation	The anticipated impact is that students will conduct themselves in a manner conducive to teaching and learning. Constant disruptions make it difficult for students to learn and for teachers to teach.
November 2016 Communities in Schools Wrap around services, PTA membership and service; Mentoring – each one, reach one—lunch bunch, etc.	The anticipated impact is that students will benefit from the health care, nutritional care, and social and psychological services needed to succeed in school. PTA membership allow for families to become invested in their child's/children's education.
December 2016 Book Buddies Book distributions for home libraries The best app is your lap	This practice provides a free alternative to add books to home libraries and allows the parent options to read as well. The end goal is to improve students' reading ability.
January 2017 Family Fitness Lunch buddies	The concepts of movement, shapes, patterns, weight, direction, speed, sequence, and force (3-5 SOL skills) will assist students in building their math and science skills.
February 2017 History in the Making Famous Americans and everyday heroes Dinner Theatre? Wax Museum?	This practice encourages students to improve their reading skills and, in so doing, improve their essential knowledge and skills in history.
March 2017 Read Across America Book distribution and guest readers every week	As they hear expert readers, students' reading capacity will be enhanced, especially in the area of fluency.
April 2017 Do Your Best on the Test Reduce test anxiety, talk about growth mindset Show parents the tools on TestNav Are You Smarter Than a Fifth Grader?	Teaching test-taking strategies allow for students to become familiar with assessment techniques, leading to improved monthly, quarterly, and yearly assessment scores.
May 2017 Muffins with Moms Lean on Me -- SOL Motivation activities; spirit week, etc.	Teaching test-taking strategies allow for students and family members to become familiar with assessment techniques, leading to improved monthly, quarterly, and yearly assessment scores.
June 2017 Doughnuts with Dads (PK) Transitions	Transition programs allow students to become familiar with their new environment and all the expectations that come with attending school. Developing healthy educational habits lead to students, better prepared to read, write, and compute.

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	56	60	66	75
Math	50	55	60	70
Science	54	60	64	74
History	73	75	78	80

Reconstitution for Chesterfield Elementary School is based on a change in governance, instructional practices, and staff.

An experienced turnaround principal who led his previous school from “Third Year Warned” to “Fully Accredited” has been strategically placed in Chesterfield Elementary School. In addition, the principals' strategic focus to move that school forward included:

- * Decreased achievement gaps amongst all identified subgroups
- * Rebuilt school culture and climate, increasing teacher retention rates
- * Increased grade level planning time to provide additional support to focus on alignment of the written, taught, and assessed curriculum
- * Reestablished foundation of a low performing school to support systemic change and continuous growth by providing quality professional development in the area of reading
- * Implemented Positive Behavioral and Intervention Supports (PBIS) to increase student focus and time on task
- * Implemented strategic changes in personnel during the 2012-2013, 2013-2014, and 2014-2015 school years to provide stability and continued growth in teacher performance
- * Implemented an 8-Week Dash in grades 3-5, which provided a systematic plan to utilize all available instructional staff for intense small group remediation and intervention
- * Moved the school out of the Federal Sanction: Focus School

It is evident that the aforementioned strategies implemented by the newly assigned, experienced turnaround principal of Chesterfield Elementary exemplify sound professional practice. This change in governance has been designed to place a leader at the helm who has a proven track record in school improvement. For the 2016-2017 school year, professional learning plans are

already in the initial stages of implementation at the division and school levels. The division's focus is literacy instruction and leadership which further align with the needs of the school. In addition, a keener, consistent process of data analysis and intervention strategies will drive instruction forward. For these reasons, we respectfully request that Chesterfield Academy be granted a rating of Partially Accredited: Reconstituted School status.

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

Attachment W1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 79%	Gr 3-5: 85%	*75%	53%	58%	56%
Mathematics	86%	*76%	56%	46%	55%	50%
History and Social Sciences	*Gr 3: 75% *Gr 4-8: 84%	Gr 3: 84% Gr 4-8: 78%	73%	74%	72%	73%
Science	Gr 3: 82% Gr 5-8: 75%	Gr 3: 85% Gr 5-8: 90%	*77%	43%	42%	54%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	75%	84%	*56%	46%	53%	53%
English: Writing	87%	92%	62%	66%	N/A	N/A
History and Social Sciences	*80%	83%	74%	68%	52%	74%
Mathematics	85%	*61%	53%	44%	50%	47%
Science	80%	89%	*61%	44%	43%	55%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Norfolk Public Schools

School: Coleman Place Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Norfolk Public Schools School Board that Coleman Place Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Rodney A. Jordan Typed School Board Chair Name

School Board Chair Signature

7/14/14

Date

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Norfolk Public Schools

School: Coleman Place Elementary School

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

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It is the request of Norfolk Public Schools School Board that Coleman Place Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Rodney A. Jordan Typed School Board Chair Name

School Board Chair Signature

Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Norfolk Public Schools		100%		
School		Title I Model		
Coleman Place Elementary		Yes		
	Grade Level	Enrollment	English Language Learners	Special Education
	PK	104	0	6
	KG	102	2	7
	1	99	3	8
	2	117	3	20
	3	108	6	12
	4	99	3	11
	5	96	3	11
	Total	725	20(3%)	75(10%)

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	62	59	59	61
Mathematics	62	67	70	72
History	77	73	81	83
Science	63	60	52	76
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English- 3 rd grade; EOC English				
3 rd Grade English	65	51	60	55
3 rd Grade Math	47	59	61	67
4 th Grade English	60	52	56	67
4 th Grade Math	66	59	76	72
5 th Grade English	62	66	56	61
5 th Grade Math	65	76	69	76
5 th Grade History	73	71	82	83
5 th Grade Science	62	53	52	76
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
PreK	6	0	1		1	4
K	6	1	2		2	2
1 st	6	1	2	2	1	1
2 nd	6	0	2		2	2
3 rd	6	1	2	1	2	1
4 th	5	1	1		1	3
5 th	4	0	0	2	1	1
Special Education	5	2	3			2
Math Specialist	1	0			1	
Reading Specialist	1	0				1
Interventionist	3	1			1	2
Specialist (Art, Music, PE, Media)	4	1	1	1	1	1
Speech Therapist	1	0		1		
Counselor	1	1	1			
Support Staff (ESL, Gifted)	2	1				2
Total	57	10	15	7	13	22

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	3	19	
Number and percent of Exemplary teachers returning in 2016-2017	3	19	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	13	81	
Number and percent of Proficient teachers returning in 2016-2017	8	62	
Number and percent of Proficient teachers leaving in 2016-2017	5	38	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	55	100	
Number and percent of provisionally licensed teachers in 2016-2017	3	.05	
Number and percent of new teachers to the school in 2016-2017	5	.09	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	1	1	Special Education
Principal Information/Instructional Background			
Degree area (s)	BS Management Science, MA-Education, EdD, Ed Leadership		
Total years of educational experience	19		
Total years as an Assistant Principal	3		
Total years as a Principal	3		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			1		
*Sought/Obtained An Educational Position Outside the Division	1		2		
*Sought/Obtained A Non-Educational Position Outside the Division	N/A				
Advanced in Profession	N/A				
Left Solely for Higher Pay	N/A				
Personal Reasons (family, health, education)			3		
Left During the School Year			1		
Retired from Profession			1		
Left Profession/Field	N/A				
Resigned In Lieu of Dismissal/Termination	N/A				
Dismissed/Non-Renewed	N/A				
Other Reasons Not Identified Above	1				

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: MATH</p> <p>Four teachers in grades 1-3 and an Interventionist attended a Singapore Math training in July 2015. During the 2015-2016 school year, teachers planned, implemented and shared with their grade level activities and instruction using the Singapore Math strategies, specifically, problem solving using Bar Models and target numbers.</p>	<p>INSTRUCTIONAL PROGRAM: MATH</p> <p>During the 2016-2017 school year, the Math Specialist will attend Singapore Math training then train all teachers K-5 on Target Numbers, K-2 on addition, and 3-5 on multiplication. Teachers will be asked to document each student's Target Number quarterly.</p>	<p>INSTRUCTIONAL PROGRAM: MATH</p> <p>The anticipated outcomes of implementing these activities will be students in grade 2 will be fluent in addition facts to 20, and the students in grade 4 will be fluent in multiplication facts. This will be measured using the STAR Math assessment.</p>
<p>INSTRUCTIONAL PROGRAM: MATH</p> <p>Teachers incorporated Math Talk during instruction to provide students the opportunity to hear other students communicate using mathematic terms and to help build a concrete understanding.</p>	<p>INSTRUCTIONAL PROGRAM: MATH</p> <p>The Math Specialist will train all teachers on Number Talks, which focus on building the student's ability to develop computational fluency by using number relationships and the structures of numbers to solve math problems.</p>	<p>INSTRUCTIONAL PROGRAM: MATH</p> <p>Teachers will do a Number Talk with students at least 3 days a week, giving students the opportunity to explain their problem solving processes used during mathematical tasks.</p>
<p>INSTRUCTIONAL PROGRAM: READING</p> <p>In February and March of 2016, an optional 4-session professional development workshop on analyzing data to improve Word Study and small group instruction was offered to Pre-kindergarten through fifth grade teachers.</p>	<p>INSTRUCTIONAL PROGRAM: READING</p> <p>The Reading Specialist will provide professional development on analyzing data to improve Word Study and small group instruction to new teachers and those who did not attend the previous training offered. An update will be provided to all other staff.</p> <p>The Reading Specialist will continue to provide support and build capacity of all teachers in the areas of Word Study and small group instruction.</p>	<p>INSTRUCTIONAL PROGRAM: READING</p> <p>As a school, continued growth on SOL reading pass rates in grades 3-5, approaching the proficiency level of 75%. Grades K-2 will increase student reading levels to meet grade level expectations as measured by the PALS and STAR Reading assessments.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: READING</p> <p>District professional development was provided as part of Phase I of the NPS Literacy plan. The focus of this training was to share division-wide literacy and guided reading best practices for grades K-2 teachers.</p>	<p>INSTRUCTIONAL PROGRAM: READING</p> <p>The Reading Specialist will support teachers with small group instruction to ensure consistent practices across all grade levels.</p> <p>The training and implementation of guided reading practices will expand for grades 3-5 during the 2016-2017 school year.</p>	<p>INSTRUCTIONAL PROGRAM: READING</p> <p>The anticipated outcome is a decrease in the number of students identified on PALS as working below grade level, and an increase in students meeting the reading benchmark as measured using the STAR Reading assessment in grades 2-5.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Cooperative Learning: Student engagement increased through use of strategies learned in Kagan Structures Level I training. Teachers received five days of professional development training where they learned how to incorporate cooperative learning strategies as a part of every lesson. The structures created increased student engagement, deeper understanding of the content, improved retention, improved student enjoyment of class activities and of the learning of new content. The Kagan structures also built social skills that minimized disruptions and discipline challenges that resulted in decreased learning time.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Teachers will participate in two sessions of Kagan's Win Win Discipline training. This will help teachers gain a new perspective on discipline and provide teachers with tools that minimize and reduce discipline problems and class disruptions. Teachers will be able to identify the four types of disruptive behavior, recognize and respond to the seven positions that cause discipline problems, and the procedures for following-up and preventing future disruptions.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Coleman Place will continue to work toward meeting all the criteria to become a Kagan Model School. Continued monitoring of discipline data and student outcomes will measure the success of the implementation of the Kagan cooperative learning structures on student behavior and student engagement.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Specially designed instruction (SDI) was implemented in the classroom for students with disabilities to assure access to and participation in the curriculum according to the Individual Education Program (IEP).</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Specially designed instruction, according to federal, state, and local regulations, will be supported through professional development provided by the district with a focus on co-teaching models and instructional practices that incorporate executive</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>An increase in student engagement and positive behavior for students with disabilities will be observed through observations and walkthrough data. Next steps for professional development will be determined by the data.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	functioning strategies. (Executive Function: Mental processes that help students to plan, initiate, and follow through on tasks. Processes include attention, focus, and time management.)	
<p>INSTRUCTIONAL PROGRAM: SCIENCE</p> <p>Curriculum and Pacing guides developed by the district review committee are provided to the schools each year.</p>	<p>INSTRUCTIONAL PROGRAM: SCIENCE</p> <p>Science pacing guides will be updated to integrate scientific investigation skills with science content. This practice will ensure development of the students' conceptual knowledge and the development of scientific literacy.</p>	<p>INSTRUCTIONAL PROGRAM: SCIENCE</p> <p>Walkthrough and observation data will evidence the use of scientific investigation skills utilized in lab and classroom settings.</p>

Family Engagement

<p align="center">Activity Implementation Timeline and Description</p>	<p align="center">Anticipated Impact on Student Achievement in Warned Area(s)</p>
<p>Understanding the SOLs (4 sessions throughout the year with varied time offerings). The purpose of this parent workshop is to inform and empower parents about the Standards of Learning Assessments and to offer suggestions on ways to prepare students at home for testing.</p>	<p>Increased opportunities for parents to participate in workshops and/or trainings will bridge the gap between home and school by developing trusting professional relationships, resulting in open lines of communication that will positively impact student achievement in all content areas.</p>
<p>Synergy Training for parents (Offered 1 time per semester). The Parent Liaison will facilitate a Synergy Training on ParentVue in the computer lab to assist parents in obtaining access to the website and help navigating through the program.</p>	<p>The purpose of the training is to help parents stay informed and connected to their child’s academic experience by becoming familiar with the student data reporting system currently used in Norfolk Public Schools.</p>
<p>Reading Family Workshops: Pre-K Workshop/Letter Recognition Strategies/PALS (December 2016) Reading Comprehension Workshop (January 2017) The goals are to promote literacy, support the Title I School-wide Plan, and build family-school connections through reading activities. Parents will have the opportunity to rotate through various literacy stations and will be given resources to encourage reading at home.</p>	<p>By implementing Literacy nights/workshops in all grades, students and parents will enhance the reading practices used outside of school.</p>
<p>Science Fair Workshop for Parents The science vertical team will schedule an evening workshop to assist students and parents with science fair projects. Parents and students will be able to use the computers for research and will have access to resources to complete science fair projects. (January 2017)</p>	<p>This workshop will assist parents and students in understanding scientific concepts for science projects and ensure equity in access to needed technology resources.</p>
<p>Middle School Specialty Night (Once quarterly beginning September 2016) The goal for hosting a Middle School Specialty Night is to promote awareness for the specialty programs offered through Norfolk Public Schools. Through this workshop, parents will gain information on how to apply, be made aware of the requirements of enrollment, and assist in gaining an understanding of the interview process required for enrollment for each specialty program offered in our middle schools to the rising 6th graders.</p>	<p>The impact will be an increased number of students and parents planning and setting goals to increase academic achievement.</p>

Closing Rationale with Trajectory of Progress

Coleman Place Elementary has exhibited significant achievement gains in science this year and has maintained proficient accreditation in math and social studies/history.

- Math - 10 points in the past 3 years
- Science - 24 points this year and 13 points over a 3 year period after a sharp decline last year
- History - 10 point increase over the last 2 years
- Reading – No decline in the past 2 years, 2 points gain over a 2 year period

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	61%	70%	75%	78%
Math*	72%	75%	78%	80%
Science*	76%	78%	79%	81%
History*	83%	83%	85%	86%

*Fully Accredited

Targeted district support will include content area specialists supporting the instructional program by providing focused professional development and intense support to teachers. School administration will increase monitoring of the instructional program, and welcome continued support from the district in order to increase teacher and leadership capacity. We respectfully request the school receive Partially Accredited-Reconstituted School Status for the 2016-2017 school year.

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

Attachment W1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 87%	Gr 3-5: 80%	*76%	59%	59%	61%
Mathematics	86%	*77%	62%	67%	70%	72%
History and Social Sciences	*Gr 3: 67% *Gr 4-8: 83%	Gr 3: 76% Gr 4-8: 76%	77%	73%	81%	83%
Science	Gr 3: 81% Gr 5-8: 77%	Gr 3: 81% Gr 5-8: 81%	*74%	60%	52%	76%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Made AYP	Title I - School Wide Program
2012-2013	2011-2012	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	87%	80%	*62%	56%	57%	58%
English: Writing	87%	77%	61%	65%	N/A	N/A
History and Social Sciences	*77%	76%	78%	74%	82%	83%
Mathematics	86%	*58%	59%	65%	68%	70%
Science	80%	80%	*64%	61%	52%	77%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Norfolk Public Schools

School: Norview Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Norfolk Public Schools School Board that Norview Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Rodney A. Jordan Typed School Board Chair Name

 School Board Chair Signature

7/14/16 Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Norfolk		60%		
School		Title I Model		
Norview Elementary School		Schoolwide		
	Grade Level	Enrollment	English Language Learners	Special Education
	PK	54	0	1
	K	79	2	11
	1	96	5	7
	2	61	3	9
	3	73	3	7
	4	65	3	6
	5	59	3	15
	Total	487	19	56

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	56	54	71	63
Mathematics	43	67	75	60
Science	60	55	67	71
History	75	*76	88	*77
Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English-3 rd grade	61	56	64	48
English 4 th grade	47	56	69	64
English 5 th grade	58	58	75	66
Math 3 rd grade	38	66	63	42
Math 4 th grade	56	55	74	63
Math 5 th grade	56	55	74	70
History 5 th grade	77	64	87	75
Science 5 th grade	58	45	67	70

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
PK	3	0	1			2
K	4	0	2			2
1	4	1	1	1	1	1
2	4	1				4
3	3	1			1	2
4	3	1	1			2
5	3	2	1		1	1
Special Education	3	2	1		1	1
Total	27	8	7	1	4	15

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	13	59%	
Number and percent of Exemplary teachers returning in 2016-2017	12	30.7%	
Number and percent of Exemplary teachers leaving in 2016-2017	2	5%	
Number and percent of teachers scoring Proficient in 2015-2016	9	23%	
Number and percent of Proficient teachers returning in 2016-2017	9	23%	
Number and percent of Proficient teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	39	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0	
Number and percent of new teachers to the school in 2016-2017	9	23%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	N/A
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	2	5%	Kindergarten Grade 3
Principal Information/Instructional Background			
Degree area (s)	K-7, Reading Specialist, Development Reading, Administration and Supervision		
Total years of educational experience	41.5		
Total years as an Assistant Principal	3		
Total years as a Principal	15		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	0				
*Sought/Obtained An Educational Position Outside the Division	0	1 left the state			
*Sought/Obtained A Non-Educational Position Outside the Division	0				
Advanced in Profession	0				
Left Solely for Higher Pay	0				
Personal Reasons (family, health, education)	0				
Left During the School Year	0				
Retired from Profession	0				
Left Profession/Field	0				
Resigned In Lieu of Dismissal/Termination	0				
Dismissed/Non-Renewed	0				
Other Reasons Not Identified Above	0	1 military husband			

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM</p> <p>Classroom observations with immediate feedback took place by the principal and assistant principal in all areas.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>The principal and the assistant principal will conduct narrow lens observations with a specific instructional focus on reading: i.e., guided reading, non-fiction reading strategies, or close reading.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Observations will be conducted bi-weekly for all teachers during their reading block based on the Norfolk Public Schools' curriculum and pacing. Immediate feedback will be offered to teachers using the specific reading focus. The feedback will be used to improve instruction and lesson planning.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Classroom teachers reviewed monthly reading Common Formative Assessment (CFA) data with the reading specialist and reading interventionist. Strategies for instructional change and improvement were discussed and shared.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Teachers will continue to analyze data and use information gleaned to focus and improve classroom instruction based on standards. Administrators will focus reading observations on strategies discussed in Common Formative Assessment (CFA) data meetings from zero to 15.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>The increase in observations and feedback garnered from the discussions will serve to improve instructional delivery, lesson planning, and student achievement.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Special education teachers were assigned to support grade level instruction.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Special education teachers will attend grade level planning with their grade levels a minimum of twice per month. In addition, the district's science senior coordinator, the district's science specialist, and/or the school's special education department chair will provide professional development sessions for special education teachers focused on supporting students in the content areas of reading, math, history, and science.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>By attending school-based and district professional development sessions, special education teachers will become more adept in the content areas of reading, math, history and science, furthering their ability to support students.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM</p> <p>The school began an Acceleration and Enrichment (A & E) block in the master schedule in September, 2015. Tiered enrichment or intervention was provided to students in grades 3-5 by classroom teachers, special education teachers, paraprofessionals, resource teachers, and specialists based on current Common Formative Assessment (CFA) data. Reading and math were the focus of the A & E block. A & E began October 5, 2015.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Administrators will observe Tier 3 lessons during the A& E block, in content areas of reading, math, and science. By the end of August 2016, the leadership team will analyze the effectiveness of the A & E block and will design programmatic improvement strategies for 2016-2017.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Administrators will increase informal observations from two to twelve per month during the A & E intervention block. Immediate feedback will be offered to teachers in an effort to improve both teacher and student performance.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Each month the reading specialist planned with grade level teams to review upcoming pacing, standards, assessments, and strategies for reading. The school instituted a vocabulary program in grades 3-5 that helped students identify common roots and gain new word meanings through the use of roots and bases.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Teachers in grades 3-5 will implement the newly-developed vocabulary program with fidelity by using additional vocabulary resources.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Administrators will observe vocabulary instruction a minimum of twice per month for each teacher in grades 3-5.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>The after school program, <i>What I Need</i> (W.I.N.) focused on fiction and non-fiction reading comprehension with an emphasis on the use of graphic organizers, jigsaw, and paired reading and response. The program met twice per week for 20 weeks.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>History and science will be integrated into the W.I.N. after school program as the non-fiction focus for 2016-2017.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Lesson plans for students who attended the W.I.N. program will include non-fiction passages in history and science as monitored by the administrative team.</p>
<p>INSTRUCTIONAL PROGRAM</p>	<p>INSTRUCTIONAL PROGRAM</p>	<p>INSTRUCTIONAL PROGRAM</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
All K-2 teachers attended 2.5 days of district-led literacy instruction professional development on improving guided reading instruction and literacy instructional practices.	All teachers in grades K-5 will fully implement guided reading instruction and effective literacy practices as presented during the professional development sessions.	The reading specialist, interventionist, and principal will observe and provide instructional feedback to each teacher regarding guided reading. Feedback will occur twice per month during the first quarter of school. Thereafter, quarters two through four, feedback will occur on a monthly basis. Reading instruction will improve based on feedback and anecdotal data.
INSTRUCTIONAL PROGRAM No formal, school-wide, independent reading program/practice exists.	INSTRUCTIONAL PROGRAM Institute a <i>Drop Everything And Read</i> (D.E.A.R) program that will take place during the school day.	INSTRUCTIONAL PROGRAM Students will be given more time to practice reading strategies independently, increasing reading comprehension. D. E. A. R time will be implemented a minimum of fifteen minutes per day, four days per week.

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Monthly: Home-School Connection Newsletter The newsletter provides information to families in all areas of learning, specifically help with homework, contacting school, etc.	The newsletter enhances school communication which encourages students in their learning.
October/November: Reading Night Reading Night provides families with reading materials and strategies to use at home.	This practice is designed to increase student's reading fluency and comprehension.
(Winter and Spring Break) Holiday Break-O Students and their families read over the winter and spring breaks.	Reading over the break will provide families with activities to keep reading skills sharp during holiday breaks.
Spring 2017: SOL Night This practice provides families with information related to SOL testing in grades 3-5. Also provided are related websites for practice, and sample materials, etc.	SOL Night is designed to encourage parents and students to learn together and provides students an opportunity to polish their reading, writing, math, science, and history skills.
June through September: Stop the Summer Reading Slide (SSRS)	The SSRS program is designed so that reading skills and comprehension will not decline from

The SSRS program provides parents with activities and materials for students to use over the summer.	June to September.
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Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	63	75	79	83
Math	60	72	83	85
*Science	71	73	79	86
*History	77	89	92	94

*Accredited

The mission of Norview Elementary School is to provide a culture and instructional expertise that results in high student achievement, with the goal of full accreditation. Norview’s Pass Rate from the 2013-2014 school year to the 2014-2015 school year demonstrated an increase in student achievement in all grades. However, the pass rate for 2015-16 showed an overall decrease in student achievement. The practices listed below must be implemented consistently to sustain any increases or gains:

- Professional development to build the capacity of all teachers,
- Providing modeled lessons, feedback, and supporting implementation of best practices,
- Weekly collaborative planning sessions in all grades and providing materials to assist in achieving results,
- Quarterly planning sessions for all grade levels, supported by the Reading and Math Specialists,
- Increased time spent in guided reading groups,
- Acceleration and Enrichment block held four days a week for grades 3-5 focused on skills identified from Common Formative assessments,
- Intervention for specific students during the Six-week dash (Crunch Bunch) to the SOLs, including a total realignment of the daily schedule based on instructional need for students in grades 3-5,
- Daily remediation groups provided by the Reading and Math Specialist, interventionists and part-time interventionists, and
- Small group remediation based on specific student need.

Targeted work in English and Math as evidenced by the reconstitution plans will support the positive trajectory above. This includes more professional development on guided reading, vocabulary, close reading, and reading comprehension. The school intends to implement with fidelity strategies that include the design of Tiers I, II, and III instruction and intervention, frequent observation of instruction, immediate feedback to teachers, analysis of programmatic and assessment data, and the implementation of a schoolwide reading program. The support of the special education teachers and support staff is critical to the school's improvement. Thus, the professional development sessions specifically designed for educators of special education in all core areas will only serve to strengthen the overall instructional

program at Norview Elementary. We request that Norview Elementary School be granted Partially Accredited: Reconstituted School status after review of the proposed new practices slated for the 2016-17 school year.

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

Attachment W1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

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

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

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

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Norfolk Public Schools

School: Sherwood Forest Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

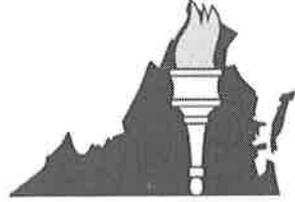
It is the request of Norfolk Public Schools School Board that Sherwood Forest Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Rodney A. Jordan Typed School Board Chair Name


School Board Chair Signature

7/19/14 Date

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Norfolk Public Schools

School: Sherwood Forest Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Norfolk Public Schools School Board that Sherwood Forest Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Rodney A. Jordan Typed School Board Chair Name

School Board Chair Signature

Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Norfolk City		60.79%		
School		Title I Model		
Sherwood Forest Elementary School		School Wide Program		
	Grade Level	Enrollment	English Language Learners	Special Education
	PK	54	-	6
	KG	109	6	7
	1	83	8	2
	2	95	6	12
	3	102	10	17
	4	88	8	17
	5	83	4	17
	Total	614	42	78

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	55	55	65	71
Mathematics	50	67	74	74
Science	71	53	69	70
History	82	69	83	79
Graduation and Completion Index (If applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English-3 rd grade; EOC English				
3 rd Grade English	59	46	52	62
3 rd Grade Math	41	59	65	65
4 th Grade English	45	61	60	63
4 th Grade Math	46	76	77	75
5 th Grade English	45	61	60	62
5 th Grade Math	54	49	69	63
5 th Grade History	86	59	83	71
5 th Grade Science	76	37	65	62
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Staff Information

In the 2015-16 school year, there was an addition of district -level staff positions focused on Response to Intervention (RTI). These interventionists provided teachers with additional support in data analysis and strategies to facilitate Tier 2 and Tier 3 interventions for struggling readers.

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
PK	4		1		1	2
K	5		2	1		2
1	5		5			
2	5	1			1	3
3	4		4			
4	4		1	2		1
5	4		2		2	
Special Education	5	1			2	2
Health and PE	1				1	
Reading Specialist	1					1
Math Specialist	1					1
Gifted Education Teacher	1					1
Interventionist	1		1			
Library Media Specialist	1					1
Orchestra	1		1			
Music	1					1
School Counselor	1		1			
Speech Pathologist	1			1		
Total	46	2	17	4	6	13

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	1	2%	
Number and percent of Exemplary teachers returning in 2016-2017	1	2%	
Number and percent of Exemplary teachers leaving in 2016-2017	0		
Number and percent of teachers scoring Proficient in 2015-2016	46	94%	
Number and percent of Proficient teachers returning in 2016-2017	44	90%	
Number and percent of Proficient teachers leaving in 2016-2017	2	4%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	2	4%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	2	4%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0		
Number and percent of teachers scoring Unacceptable in 2015-2016	0		
Number and percent of Unacceptable teachers returning in 2016-2017	0		
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	48	98%	
Number and percent of provisionally licensed teachers in 2016-2017	2	4%	
Number and percent of new teachers to the school in 2016-2017	2	4%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0		
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0		
Principal Information/Instructional Background			
Degree area (s)	Early Ed. NK-4; Administrator & Supervision NK-12		
Total years of educational experience	19		
Total years as an Assistant Principal	2		
Total years as a Principal	9		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	2		2		
*Sought/Obtained An Educational Position Outside the Division	N/A				
*Sought/Obtained A Non-Educational Position Outside the Division	N/A				
Advanced in Profession	N/A				
Left Solely for Higher Pay	N/A				
Personal Reasons (family, health, education)	N/A				
Left During the School Year				1	
Retired from Profession	N/A				
Left Profession/Field	N/A				
Resigned In Lieu of Dismissal/Termination	N/A				
Dismissed/Non-Renewed	N/A				
Other Reasons Not Identified Above	N/A				

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM</p> <p>All teachers have a 90- minute collaborative planning block. Friday was designated as the school-wide Response to Intervention (RtI) day. District training on RtI began in the 2015-16 school year, using the Train-the-trainer model.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>District RtI specialists will provide targeted professional development focusing on the following:</p> <ul style="list-style-type: none"> • Best practices in creating formative assessments • Effective use of formative assessment data to implement the RtI initiative • Use of assessment data to determine appropriate interventions 	<p>INSTRUCTIONAL PROGRAM</p> <p>Students will receive timely and appropriate interventions as based on formative data.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Tier II and Tier III interventions were provided for students on a four-week cycle based on monthly Common Formative Assessments.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Daily Tier II and Tier III interventions will occur in the classrooms. Interventionists will use formative and diagnostic data from STAR Reading and STAR Math assessments to plan and implement instruction, which will be tracked and progress-monitored.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>The number of students requiring Tier II and Tier III interventions will decrease by at least 10% as measured by progress monitoring data.</p>
<p>INSTRUCTIONAL PROGRAM: Reading</p> <p>Guided reading was provided during Tier 1 instruction. Implementation of guided reading instruction was inconsistent.</p>	<p>INSTRUCTIONAL PROGRAM: Reading</p> <p>The district will provide professional development in guided reading, with job-embedded modeling and follow-up, and monitoring for teachers K-5.</p>	<p>INSTRUCTIONAL PROGRAM: Reading</p> <p>The anticipated impact is an increase in teacher capacity to deliver reading instruction which will improve student’s reading ability.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>School-wide “Reading Warrior” practice was implemented focusing on multiple strategic reading strategies to improve reading comprehension.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Question-Answer Relationship (QAR) reading strategy will be used “school-wide” for Reading Warrior” practice. Students will use this reading strategy in all classes.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Focused instruction on the reading skill of "asking and answering questions using the text" will occur consistently as evidenced by “Reading Warrior” activities. Students will be</p>

		familiar with this strategy and be able to use it as they move through grade levels and subject areas.
<p>INSTRUCTIONAL PROGRAM: Students with Disabilities</p> <p>Reading instruction is provided during the literacy block. During this time, students with disabilities receive reading instruction during whole and small group instruction.</p>	<p>INSTRUCTIONAL PROGRAM: Students with Disabilities</p> <p>A multisensory structured reading program will be implemented during the literacy block. Students with disabilities will receive reading instruction using the multisensory structured reading program during small group instruction. District support will include on site coaching at the school site.</p>	<p>INSTRUCTIONAL PROGRAM: Students with Disabilities</p> <p>There will be an increase in students with disabilities' phonological awareness as evidenced by pre and post test data. Professional development provided throughout the year will be monitored for implementation and next steps.</p>
<p>INSTRUCTIONAL PROGRAM: Students with Disabilities</p> <p>Specially Designed Instruction (SDI) occurs in the classroom for students with disabilities to assure access to and participation in the curriculum according to the Individual Education Program (IEP).</p>	<p>INSTRUCTIONAL PROGRAM: Students with Disabilities</p> <p>SDI will be supported through professional development provided by the district with a focus on co-teaching models and instructional practices that incorporate executive functioning strategies.(Executive Function: Mental processes that help students to plan, initiate, and follow through on tasks. Processes include attention, focus, and time management.)</p>	<p>INSTRUCTIONAL PROGRAM: Students with Disabilities</p> <p>An increase in student engagement and positive behavior for students with disabilities will be observed through observations and walkthrough data. Next steps for professional development will be determined by the data.</p>
<p>STAFF</p> <p>Reading Specialists provided a variety of support to students and staff.</p>	<p>STAFF</p> <p>The school's reading specialist will have specific district expectations as to job description responsibilities. Support will prioritize coaching and supporting Tier I instruction.</p>	<p>STAFF</p> <p>An increase in the number of classes meeting benchmarks in reading.</p>

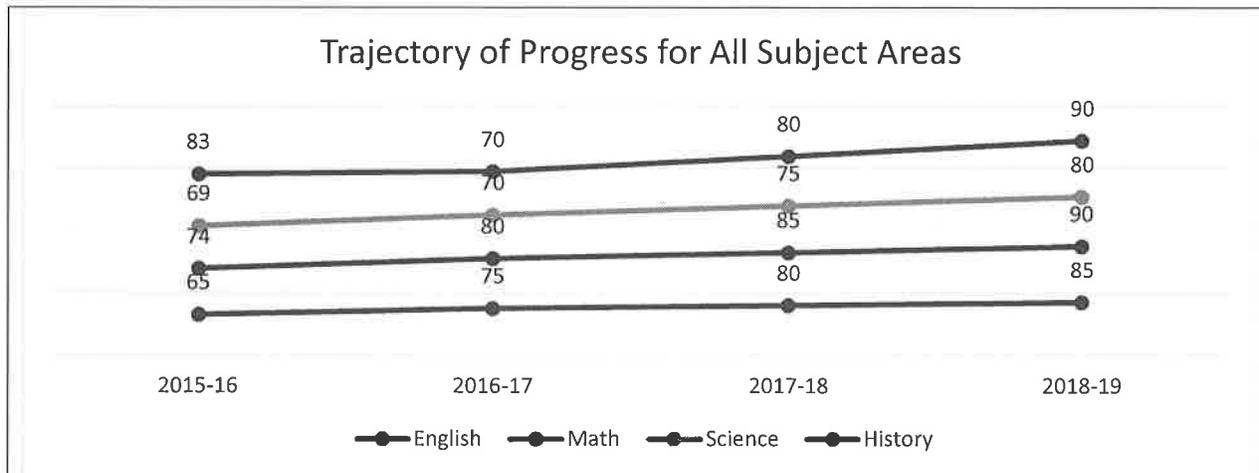
<p>STAFF</p> <p>Part-time teachers were hired to work with SOL recovery students during the spring.</p>	<p>STAFF</p> <p>Title I and district funds will be used to hire additional part-time teachers to provide support and strategic interventions to identified students in the areas of reading and math from October – June.</p>	<p>STAFF</p> <p>Students will receive additional interventions throughout the year, resulting in an increase of students performing on grade level as evidenced by district assessments.</p>
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Family Engagement

<p>Activity Implementation Timeline and Description</p>	<p>Anticipated Impact on Student Achievement in Warned Area(s)</p>
<p>Quarterly SOL Prep Classes for Parents</p>	<p>Provide parents an opportunity to see effective practices. This will help parents support their child at home and increase pass rates on the Reading and Science SOL tests.</p>
<p>Monthly "Dads of Great Students" and "Watch Dogs" Programs</p>	<p>Provide a way for students to interact and be mentored by men on a regular basis. Traditionally, a significant amount of females have volunteered and very few males.</p>
<p>Monthly Reading Engagement Activities for Parents beginning in September</p>	<p>Assist parents with simple “take away” strategies to help their child’s reading comprehension.</p>
<p>Science Fair Project Active Assistance Program</p>	<p>Increase the number of students who participate in the science fair project. Students will independently apply the science process skills when problem solving, which will lead to an increase in the pass rate on the Science SOL test.</p>

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	71	75	80	85
Science	70	75	80	85



Sherwood Forest Elementary School should be considered for the rating of Partially Accredited; *Reconstituted School* based on the following:

Sherwood Forest Elementary School was identified as a Focus School in 2012-13 and successfully exited Focus School status in two years. Teacher retention was an issue at that time. Through targeted culture building, collaborative leadership, and recruitment, the principal has been successful in stabilizing the teacher retention rate to 95% for the 2016-17 school year.

As noted in the reconstitution plan, specific strategies will enhance reading comprehension for all students. This year Sherwood Forest welcomed a new reading specialist, who expanded professional development for teachers that was differentiated by need and spear-headed the use of school-wide reading strategies. A new district initiative focusing on Guided Reading K-5 will further expand our ability to improve student progress in reading. Additionally, expansion to all grade levels in our recently created STEAM Lab (Science, Technology, Engineering, Arts and Math) will support progress as we move not only to enhance student engagement through more hands-on experiences in Science and Technology, but also to foster collaborative learning across multiple grade levels through the lab exploration process with students from second through fifth grade serving as trained lab leaders.

This year was the first year for the Response to Intervention (RtI) initiative, and training was the primary focus. The implementation of RtI will continue with focused small-group learning experiences in reading, math and science. Our math specialist has continued a school-wide focus on problem solving and possesses strong skills and leadership in disaggregating and analyzing data.

We also have new faculty members filling the guidance counselor, gifted specialist, and interventionist positions, and all serve on the Leadership Team. There has been a strong focus on how to effectively “coach” teachers and staff for increased achievement as evidenced by leadership team participation in Jim Knight’s E-course on Instructional Coaching. The district further supports this effort through the newly identified school leadership professional development for the upcoming 2016-17 school year.

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

Attachment W1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 82%	Gr 3-5: 76%	*55%	55%	65%	71%
Mathematics	88%	*76%	50%	67%	74%	74%
History and Social Sciences	*Gr 3: 69% *Gr 4-8: 93%	Gr 3: 78% Gr 4-8: 76%	82%	76%	83%	79%
Science	Gr 3: 86% Gr 5-8: 75%	Gr 3: 77% Gr 5-8: 80%	*71%	53%	69%	71%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	83%	77%	*53%	54%	62%	66%
English: Writing	77%	77%	57%	50%	N/A	N/A
History and Social Sciences	*84%	79%	81%	71%	83%	75%
Mathematics	89%	*52%	47%	64%	73%	71%
Science	81%	80%	*71%	55%	69%	68%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Norfolk Public Schools

School: St. Helena Elementary

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

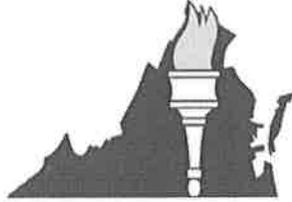
It is the request of Norfolk Public Schools School Board that St. Helena Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Rodney A. Jordan _____ Typed School Board Chair Name

 _____ School Board Chair Signature

7/17/14 _____ Date

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Norfolk Public Schools

School: St. Helena Elementary

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

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It is the request of Norfolk Public Schools School Board that St. Helena Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Rodney A. Jordan Typed School Board Chair Name

School Board Chair Signature

Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Norfolk		100%		
School		Title I Model		
St. Helena Elementary		School-Wide		
	Grade Level	Enrollment	English Language Learners	Special Education
	PK	54	0	0
	K	56	0	3
	1	53	0	7
	2	49	0	4
	3	51	0	7
	4	39	0	2
	5	43	0	4
	Total	345	0	27

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	49	48	51	55
Mathematics	47	52	56	51
Science	59	32	38	34
History	76	65	72	85
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
3- ENG /READ	49	43	41	40
4- ENG/READ	51	44	55	53
5- ENG/READ	47	58	58	67
5- WRITING	55	60	N/A	N/A
5- VA STUDY	81	62	72	83
3- HISTORY	72	67	N/A	N/A
3- MATH	37	40	51	51
4- MATH	51	72	62	50
5- MATH	53	45	55	48
3- SCIENCE	63	37	N/A	N/A
5- SCIENCE	53	26	38	33
Graduation and Completion Index (if applicable)				

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
PK	3			2	1	
K	3	0		2		1
1	3			1	2	
2	3			1		2
3	3	0			2	1
4	3	1			2	
5	2			1		1
Special Education	2		2			
Total	22	1	2	7	7	5

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0%	
Number and percent of Exemplary teachers returning in 2016-2017	N/A		
Number and percent of Exemplary teachers leaving in 2016-2017	N/A		
Number and percent of teachers scoring Proficient in 2015-2016	11	38%	
Number and percent of Proficient teachers returning in 2016-2017	11	38%	
Number and percent of Proficient teachers leaving in 2016-2017	N/A		
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	N/A		
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	N/A		
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	N/A		
Number and percent of Unacceptable teachers leaving in 2016-2017	N/A		
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	24	89%	
Number and percent of provisionally licensed teachers in 2016-2017	3	11%	
Number and percent of new teachers to the school in 2016-2017	1	.07%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	N/A		
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	N/A		
Principal Information/Instructional Background			
Degree area (s)	B.S. INTERDISCIPLINARY STUDIES/ M.A.URBAN EDUCATION		
Total years of educational experience	22		
Total years as an Assistant Principal	3		
Total years as a Principal	10		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	N/A				
*Sought/Obtained An Educational Position Outside the Division	N/A				
*Sought/Obtained A Non-Educational Position Outside the Division	N/A				
Advanced in Profession	N/A				
Left Solely for Higher Pay	N/A				
Personal Reasons (family, health, education)			1		
Left During the School Year	N/A				
Retired from Profession			1		
Left Profession/Field	N/A				
Resigned In Lieu of Dismissal/Termination	N/A				
Dismissed/Non-Renewed	N/A				
Other Reasons Not Identified Above	1				

*non-duplicate

Mark all applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>STAFF</p> <p>Part-time teacher assistants were hired for third and fifth grade to support core instruction.</p>	<p>STAFF</p> <p>Additional part time teacher assistants will be hired for grades 3-5 core instruction with a focus on students needing Tier 2 instruction.</p>	<p>STAFF</p> <p>Increased direct instruction will occur as evidenced by lower teacher-pupil ratio for students in grades 3-5 requiring Tier 2 interventions.</p>
<p>STAFF</p> <p>No tutoring services were available for grades 3-5.</p>	<p>STAFF</p> <p>Part- time licensed teachers will be hired to provide reading/math after school tutoring for grades 1-5.</p>	<p>STAFF</p> <p>There will be an increased number of part-time licensed teachers providing tutoring services in the content areas of reading and math.</p>
<p>STAFF</p> <p>District Reading and Math Specialists are supplied to each school with significant variation in service.</p>	<p>STAFF</p> <p>Reading and Math Specialists will have district expectations as to job description. Job will prioritize coaching and supporting Tier I instruction.</p>	<p>STAFF</p> <p>An increase in the number of classes meeting benchmarks during Tier I instruction.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Data is reviewed following quarterly assessments.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>All teachers will analyze data from classroom assessments on a weekly basis. Data will be disaggregated for item analysis and effectiveness of successful teaching strategies. Next steps will be determined for student success.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Increased teacher ability to respond to student need as evidenced by data meeting minutes documenting data analysis resulting in response to student need.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Identification of students needing small group instruction is inconsistent.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>A protocol for Response to Intervention (RtI) will be developed. Support from the district to provide professional development, maintain the tiered interventions, and monitor the implementation will occur.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Staff capacity to respond to student need will become embedded in the culture of the school resulting in a decrease of students needing Tier II and Tier III interventions as measured by data tracking on a quarterly basis.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Third, fourth and fifth grade classes were departmentalized by content Reading/History and Science/Math.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Eliminate departmentalization in third, fourth and fifth grade classes.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>By employing research-based practices that promote building and developing relationships with</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
		students and families, students learning will improve.
<p>INSTRUCTIONAL PROGRAM: MATH</p> <p>School-wide professional development is provided.</p>	<p>INSTRUCTIONAL PROGRAM: MATH</p> <p>The Math Specialist will analyze school data trends in mathematics to provide a systematic, data driven professional development plan for teachers in grades 1-5 for the 2016-2017 school year. Support will be differentiated according to staff need.</p>	<p>INSTRUCTIONAL PROGRAM: MATH</p> <p>The anticipated impact is an improved teacher capacity in math content and pedagogy.</p>
<p>INSTRUCTIONAL PROGRAM: READING</p> <p>Guided reading is provided during Tier 1 instruction. Instruction has been inconsistent.</p>	<p>INSTRUCTIONAL PROGRAM: Reading</p> <p>The district will provide Professional Development in Guided Reading, with job embedded modeling, follow up, and monitoring for teachers K-5.</p>	<p>INSTRUCTIONAL PROGRAM: Reading</p> <p>The anticipated impact is an increase in teacher capacity to deliver reading instruction which will improve student's reading ability.</p>
<p>INSTRUCTIONAL PROGRAM: SCIENCE</p> <p>Curriculum and Pacing guides developed by the district review committee are provided to the schools each year.</p>	<p>INSTRUCTIONAL PROGRAM SCIENCE</p> <p>Science pacing guides will be updated by the district to integrate scientific investigation skills with science content. This practice will ensure that student conceptual knowledge and scientific literacy is built.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Walkthrough and observation data will evidence use of scientific investigation skills utilized in lab and classroom settings.</p>
<p>INSTRUCTIONAL PROGRAM: SCIENCE</p> <p>K-5 science experiments occurred with inconsistency.</p>	<p>INSTRUCTIONAL PROGRAM: SCIENCE</p> <p>Teachers will conduct classroom science experiments/labs on a monthly basis.</p>	<p>INSTRUCTIONAL PROGRAM: SCIENCE</p> <p>Increased student engagement in scientific investigation as evidenced by lesson plans and observations.</p>

Family Engagement

Parents are offered training through workshops designed to assist them to work with their child at home. Weekly progress reports and opportunity to conference with staff members throughout the year occur. Parents are informed of individual test results through phone calls, emails, conferences, the use of assessment printouts, and letters of explanation. The school’s parent liaison conducts parent surveys, maintains volunteer hours, makes home visits, organizes and coordinates workshops for the parents. Parents are given opportunities to participate in our school’s reading, science, social science, and math family nights.

Activity Implementation Timeline and Description		Anticipated Impact on Student Achievement in Warned Area(s)
TIMELINE	DESCRIPTION	
September	Reading- What is a Balanced Literacy? Parents will have a knowledge of the components needed for their child to be a successful reader	Increase in reading assessment results on Common Formative Assessments (CFA), STAR, and District and state Assessments.
October	Math- What is Balanced Math? Parents will have a knowledge of the components need for their child to be successful in math.	Increase in math assessment results in CFA, STAR, and District and state Assessments.
September-May	Reading/ Math Homework Habits- Provide parents with a variety of researched based strategies to support the content areas (Reading, Math, Science)	Increase support from parents to attend workshops on content related to the warned areas to increase student achievement
September-May	Positive Behavior Support for the Student and Parent <ul style="list-style-type: none"> • Provide parents with a knowledge of how the behavior of their child effects the classroom environment • Provide supportive researched based suggestions to help them to guide their child toward a successful school year 	Decrease in discipline referrals to the office to improve the learning environment of the classroom causing learning to increase assessment results.
October, December, January March	SYNERGY- ParentVue- Helping parents understand the components of ParentVue for grades etc.	Increased support from parents inquiring about students’ academic achievement in the warned content areas.
October-March	Reading/ Math- How to stock your home with the right resource to help your child at home with specific researched based strategies to match the grade level curriculum	Increased support from parents inquiring about students’ academic achievement in the warned content areas.
Monthly	Reading- Email parents with tips for non-fiction and/ or fiction text comprehension Math- Email parents with tips appropriate for the grade level and pacing guide	Increased support from parents inquiring about students’ academic achievement in the warned content areas.
October, January, April	Why Conference with your Child’s Teacher? Provide parents with a better understanding of why the 21 st century students’ parent needs to meet regularly with the classroom teacher.	Increased support from parents inquiring about students’ academic achievement in the warned content areas.
November	Science Everywhere- Provide parents with knowledge on how to take everyday life experience and turn into a science moment.	Increase in all grade level science assessment results in CFA, STAR, and District and state Assessments.
September	Writing - Provide parents with strategies to	Increase in all grade level writing assessment results in

	help their student's develop skills needed in writing.	CFA, and District and state Assessments.
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Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	55	60	67	75
Math	51	59	68	75
Science	34	42	55	70

For the past three years SY2013 - 2016, St. Helena has worked to support closing the gaps for Students with Disabilities (SWD). Proposed practices will include collaboration and planning among special education and regular teachers in addition to the instructional practices proposed. Our goal has been to maintain a teaching force of highly qualified teachers, however, that has been a challenge at St. Helena.

The proposed new practices listed in the reconstitution plan will support student achievement at St. Helena Elementary. Changes in the instructional methods consist of the following; understanding the power of formative assessments, increasing Response to Intervention (RTI) professional development, increasing small group instruction, and adding additional staff support for grades 3-5. The reconstituted proposed new practices will support our trajectory of progress.

The following areas will be our focus to obtain our goals:

- Utilize identified school-wide Positive Behavioral Interventions and Supports (PBIS) instructional strategies and KAGAN structures for classroom management.
- Provide intense small group remediation and intervention to Tier1/2 students in grades 1-5
- Shift focus of improving reading/math to grades K-2 through professional development with the reading / math specialist.
- Make strategic changes in personnel at each grade level.
- Rebuild the school's culture and climate for teachers, students and parents to support student achievement.
- Decrease the achievements gaps for all identified subgroups though increased PD for SPED teachers.

St. Helena staff is committed to implementing and fulfilling all strategies to move towards full accreditation. We are requesting that you grant us the status of Partially Accredited: Reconstituted School.

Virginia Department of Education
State/Federal Accountability Data
St. Helena Elementary
Grades: PK - 05
Norfolk City

Attachment W1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 84%	Gr 3-5: 83%	*50%	53%	53%	55%
Mathematics	84%	*71%	48%	57%	59%	51%
History and Social Sciences	*Gr 3: 82% *Gr 4-8: 83%	Gr 3: 83% Gr 4-8: 84%	76%	74%	73%	85%
Science	Gr 3: 94% Gr 5-8: 77%	Gr 3: 74% Gr 5-8: 78%	*73%	30%	37%	34%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Made AYP	Title I - School Wide Program
2012-2013	2011-2012	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	85%	84%	*49%	48%	51%	55%
English: Writing	79%	82%	55%	60%	N/A	N/A
History and Social Sciences	*84%	85%	76%	65%	72%	85%
Mathematics	84%	*49%	47%	52%	56%	53%
Science	87%	77%	*59%	32%	38%	35%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Norfolk Public Schools

School: Tanners Creek Elementary

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

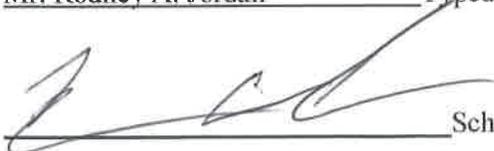
8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of School Board that Tanners Creek Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Rodney A. Jordan Typed School Board Chair Name

 School Board Chair Signature

7/19/16 Date

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Norfolk Public Schools

School: Tanners Creek Elementary

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It is the request of School Board that Tanners Creek Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Rodney A. Jordan _____ Typed School Board Chair Name

_____ School Board Chair Signature

_____ Date

School Information/Demographics

Tanners Creek Elementary school has a growing population of English as a Second Language Learners (ESL), with a current enrollment of 8%. The special education population is currently at 8%, with specific grade levels showing higher numbers of students with disabilities. During the year 2015-2016, both fourth and fifth grade served a total of 26 students with special needs. In addition to these sub-groups, Tanners Creek student body is also comprised of students from military families, immigrant/refugee families, and homeless families. Another characteristic of our student population is our highly transient student population with a student mobility rate of 22.1%.

Division		Free/Reduced Lunch Eligible Percentage		
Norfolk Public Schools		52.36%		
School		Title I Model		
Tanners Creek Elementary		Schoolwide		
Grade Level	Enrollment	English Language Learners	Special Education	
PK	53	0	3	
K	81	4	1	
1	95	9	3	
2	88	10	7	
3	94	10	10	
4	94	4	10	
5	95	6	16	
Total	600	43	47	

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	52	54	71	72
Mathematics	53	56	80	72
Science	56	51	67	56
History	79	70	84	77
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

Grade Level Pass Rates

Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English-3 rd grade; EOC English				
3 rd Grade English	53	56	71	64
4 th Grade English	40	56	57	74
5 th Grade English	51	45	75	72
3 rd Grade Math	49	40	72	62
4 th Grade Math	44	64	81	80
5 th Grade Math	59	56	75	71
5 th Grade Science	53	39	68	56
5 th Grade History	82	70	83	77
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

Staff Information

During the 2015-16 SY, the school's principal was on medical leave due to an accident and did not report to full time duty until January 2016.

Grade Level/ Content	Number of Teachers	New to School for 2016-2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
Pre-Kindergarten	3	N/A	1	1	1	
Kindergarten	4	N/A	0	1	3	0
First Grade	4	N/A	1	1	2	0
Second Grade	5	N/A	1	1	0	3
Third Grade	5	N/A	0	3	1	1
Fourth Grade	4	N/A	2	0	0	2
Fifth Grade	5	N/A	0	2	2	2
Special Education	5	N/A	1	1	1	2
Total	35		5	9	9	10

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	2	.5	
Number and percent of Exemplary teachers returning in 2016-2017	2	.5	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	28	28	
Number and percent of Proficient teachers returning in 2016-2017	23	23	
Number and percent of Proficient teachers leaving in 2016-2017	5	5	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	1	.025	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	1	.025	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	31	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0	
Number and percent of new teachers to the school in 2016-2017	0	0	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	Bachelors of Science; Masters plus 30		
Total years of educational experience	28 years		
Total years as an Assistant Principal	3 years		
Total years as a Principal	12 years		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			1		
*Sought/Obtained An Educational Position Outside the Division			2		
*Sought/Obtained A Non-Educational Position Outside the Division	N/A				
Advanced in Profession	N/A				
Left Solely for Higher Pay	N/A				
Personal Reasons (family, health, education)			1		
Left During the School Year	N/A				
Retired from Profession	N/A				
Left Profession/Field	N/A				
Resigned In Lieu of Dismissal/Termination	N/A				
Dismissed/Non-Renewed	N/A				
Other Reasons Not Identified Above (administrative transfers due to enrollment)			1		

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>STAFF</p> <p>Teachers are assigned to teach on the same grade level each year.</p>	<p>STAFF</p> <p>Teachers will loop up with their classes to minimize disruption to the instructional program. Teachers will become proficient with more than one curriculum and develop a greater depth of knowledge.</p>	<p>STAFF</p> <p>The anticipated impact will include: strengthened relationships with students and parents; expediency in routine development at the start of the school year; and increased knowledge of the students and a more focused response to individual student needs.</p>
<p>STAFF</p> <p>Math and reading specialists provided a variety of instructional support to teachers and staff.</p>	<p>STAFF</p> <p>Math and reading specialists will have specific expectations at the district level, clearly indicating the services and support they will provide. Priorities for these positions will be to support Tier I instruction and to coach teachers.</p>	<p>STAFF</p> <p>The anticipated outcome is to increase the number of classrooms meeting benchmarks as a result of the improved Tier I instruction. There will be an increase in accountability, as support will be measured through monitoring the specialist's schedules and documenting minutes for meetings into a meeting log.</p>
<p>STAFF</p> <p>Title I provided funds to hire an interventionist. The position was not filled due to the lack of candidates available to fill the position late in the year.</p>	<p>STAFF</p> <p>An interventionist will be hired before the start of the 2015-16 school year.</p>	<p>STAFF</p> <p>There will be increased delivery of support to students receiving Tier II and Tier III interventions.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Classes were organized using the team- teaching model. Instruction was departmentalized by content.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>All classrooms will have one teacher leading instruction in all core-content areas.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>The consistency of classes being taught by one teacher rather than multiple teachers will lead to improved student achievement, as the teacher will have a deeper understanding of his/her</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
		students' needs.
<p>INSTRUCTIONAL PROGRAM</p> <p>Lesson plan alignment occurred with fidelity by all staff.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Lesson plan instruction and activities will have a focus on increasing student engagement and building critical thinking opportunities for all students.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Lesson plans will be monitored for strategies to improve student engagement as evidenced in lesson plan feedback and next steps from administration.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Lesson plans checked by the administration and specialists on a weekly basis.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Curriculum audit procedures will be developed to examine not only lesson plans, but also to evaluate activities, assessments, homework, and any materials provided to the students to critically examine alignment.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>An improvement in the alignment of lesson plans, instruction, activities, and assessments will result in improved student achievement as measured by summative assessments and SOL assessments.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>There was not consistent usage of available computer-based instructional programs.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Tanners Creek will maintain consistent usage of computer-based instructional programs for a minimum of three years.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Student achievement will improve as computer-based programs are used consistently and with fidelity. Teachers will become more knowledgeable of the depth of the computer-based programs as student usage is increased.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Formal and informal observations were used to evaluate the effectiveness of teachers and teaching practices.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Formal and informal observations will include the evaluation of student engagement with the use of student engagement protocols during walkthroughs and audits.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Teacher capacity will increase with the feedback provided by the usage of the engagement protocol monthly for at least 50% of classrooms.</p>
<p>INSTRUCTIONAL PROGRAM: SCIENCE</p> <p>Student engagement was not monitored consistently in science classes.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Administration will consistently monitor student engagement using the student engagement</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Student engagement will increase in science with improved accountability as a</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	protocols during walkthroughs and audits.	result of increased observations using the student engagement protocol on a monthly basis for at least 50% of classrooms.
<p>INSTRUCTIONAL PROGRAM: SCIENCE</p> <p>Curriculum and Pacing guides developed by the district review committee were provided to the school each year.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Science pacing guides will be updated to integrate scientific investigation skills with science content. This practice will ensure the development of the students' conceptual knowledge and scientific literacy.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Walkthrough and observation data will evidence increased use of scientific investigation skills in the lab and classroom settings.</p>
<p>INSTRUCTIONAL PROGRAM: READING</p> <p>The instruction provided during guided reading was inconsistent throughout the building.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>The district will provide professional development on Guided Reading, with job-embedded modeling, monitoring, and follow-up for K-5 teachers.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>The anticipated impact will be an increase in the teachers' capacity to deliver effective guided reading instruction, which will result in an improvement in reading comprehension and increased student achievement.</p>
<p>INSTRUCTIONAL PROGRAM: STUDENTS WITH DISABILITIES</p> <p>Reading instruction is provided during the literacy block. During this time, students with disabilities receive reading instruction during whole and small group instruction.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>A multisensory structured reading program will be implemented during the literacy block. Students with disabilities will receive reading instruction using the multisensory structured reading program during small-group instruction. District support will include on site coaching at the school site.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>There will be an improvement in phonological awareness in students with disabilities as evidenced by pre and post-test data. Professional development provided throughout the year will be monitored for implementation and next steps.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM: STUDENTS WITH DISABILITIES</p> <p>Specially Designed Instruction (SDI) was implemented with students with disabilities to ensure access to and participation in the curriculum, in compliance with the Individual Education Program (IEP).</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>SDI will be supported through professional development provided by the district. The focus will be on co-teaching models and instructional practices that incorporate executive functioning strategies. (Executive Function: Mental processes that help students to plan, initiate, and follow through on tasks. Processes include attention, focus, and time management.)</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>As a result of increased professional development in SDI, there will be an increase in student engagement and improvements in positive behavior in students with disabilities. This will be measured through observations and walkthrough data. This data will inform the next steps for professional development.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Monthly Parent Reading Workshop Targeted parents of Tier II/III students will participate in monthly workshops that will specifically address specific reading strategies to address skills in reading comprehension, vocabulary and stamina.</p>	<p>Reading</p> <p>Will increase student reading scores by at least 7% in summative assessments and SOL reading assessments.</p>
<p>Quarterly Science Talks – Teaching parents how to foster each child’s ability to question and observe their environment. Help parents to use household items and plan trips for their child that would help develop scientific thinking. Invite community members to help parents develop scientific knowledge processes to help their children at home.</p>	<p>Science</p> <p>Science scores will improve each year leading to full accreditation and improved student understanding of the scientific model.</p>

Closing Rationale with Trajectory of Progress

The Tanners Creek Elementary Staff and Administration request that strong consideration be made for Partially Accredited: *Reconstituted* status due to the targeted instructional practices, staff changes, and specific district support listed in the reconstituted plan.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	71	75	79	81
Science	56	65	73	79

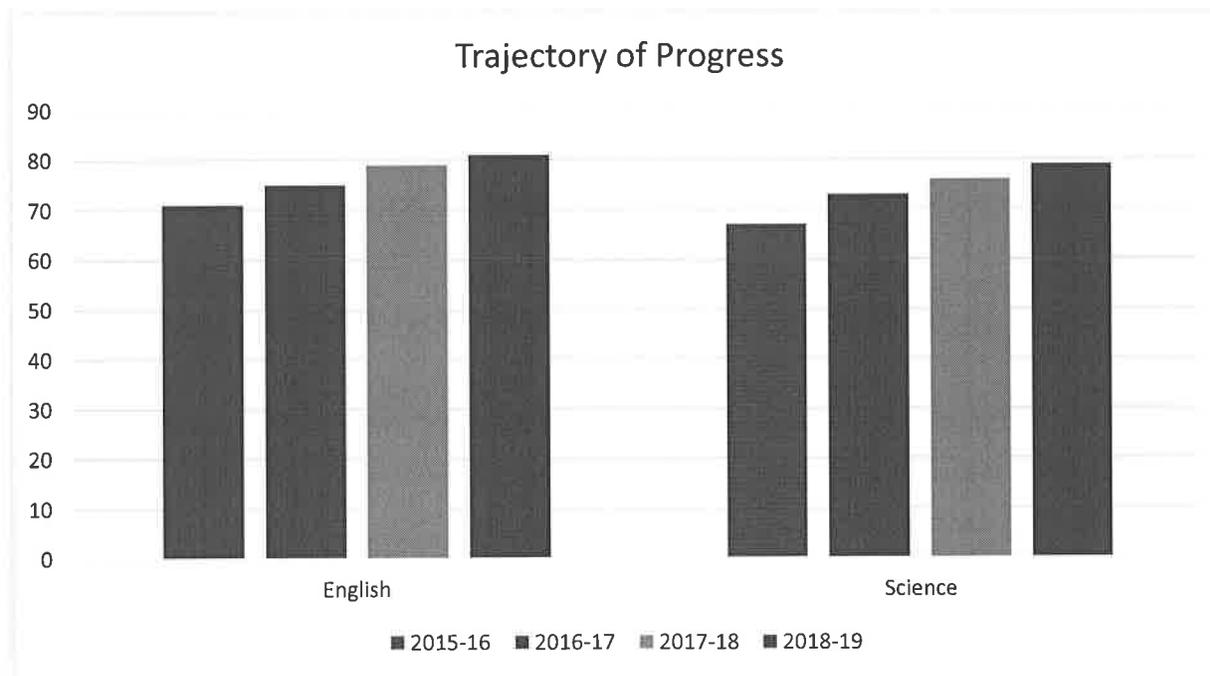
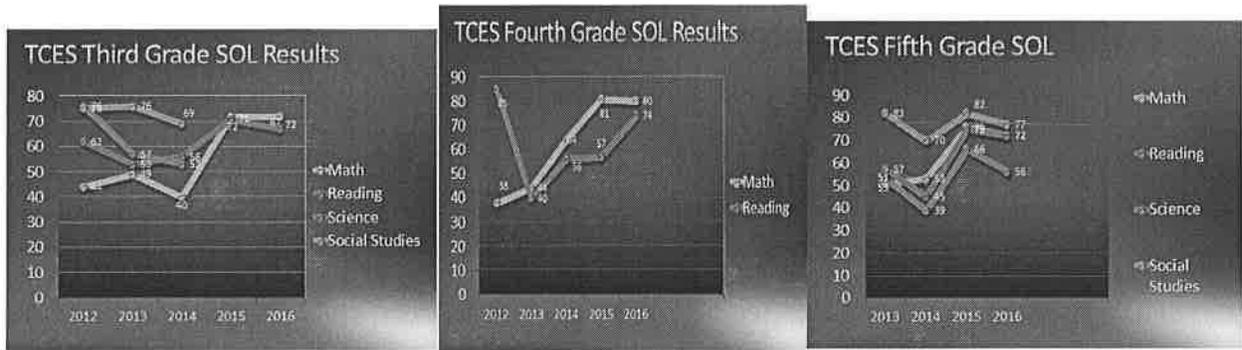


Figure 1 Trajectory of Progress

Trend line indicators by grade level:

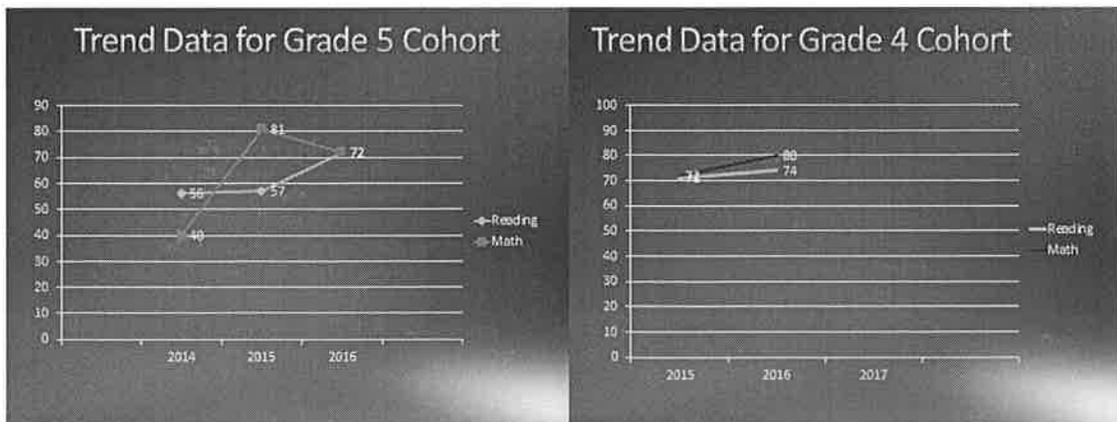


The Trend lines are important indicators to note growth over time based on overall averages. Based on a snapshot of performance levels over a period of time, it is noted that the school is pointing toward a positive trajectory. For example, where reading performance was once in the 40-50 range, it is now trending toward the low 70s. The math performance data shows similar trends with scores originally dipping as low as in the 40's trending upwards towards the mid 70s.

Cohort Data:

The next data sets reflect the cohorts of grades 4 and 5. The information demonstrates how a group of students have grown over time. When looking at the reading cohort from grade 5, the reading growth at grade 3 was measured at a 56% pass rate, and by fourth grade grew from 57% to 72%. Although grade 5 showed a slight 3-point dip in reading, the cohort group showed 15 point growth between 2015 and 2016 SY. The fourth grade reading cohort started at 72% in third grade and showed slight growth to 74%.

The math trend for cohort grade 5 clearly shows significant growth, with a pass rate of 40%. The third grade cohort grew to 81% as fourth graders, but dropped to 71% as fifth graders. Potential growth ranged from 30-40% growth over time. The math performance of the fourth grade cohort reflected an 80% pass rate for the current year, as compared to a 72% pass rate as third graders. Again, the trend data shows an upward growth of approximately 8% from one year to the next.



Conclusions:

The instructional staff has worked collaboratively to create a wave of impact from the minute the students stepped into the building. The principal has worked with the Pre-K – 2nd grade levels, strengthening each level in order to close the gap prior to students reaching third grade. At this time, each Pre-K – 2nd grade student receives small-group instruction across reading, math, and writing. The lower grades were trained to use the Foundations program for students who need to develop phonemic awareness. This year, the district will support a training site for the Foundations and Wilson reading programs at Tanners Creek.

Increased expectations of the K-2 curriculum were also implemented and will continue. For example, the administration increased the rigor surrounding knowledge of Dolch sight words from 30 to 50 for the first and second year, 80 for the third year, and 100 words for the current year. The kindergarten teachers were coached and trained to run small-group instruction in a structured manner that includes word study, new readings with a focus on concept of word activities, reading comprehension and writing.

When comparing Standards of Learning growth rates from one year to the next, it is important to note that both years were different. The 2014-15 school year was considered stable due to all positions being filled with minimal disruptions to the school year. The 2015-16 school year was disrupted by the absence of the principal due to medical leave, unfilled positions, and classroom and personnel changes that occurred during the first two quarters of the school. Anticipated stability from administration and staff is expected for the upcoming year.

Tanners Creek Elementary was able to maintain accreditation for math and social studies, and increase scores in reading with a one point growth. Science continues to be an area of concern and will be addressed with in-building support, along with the district's revision of the curriculum guide to include specific classroom activities and supporting materials for use in instructional planning.

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

Attachment W1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 81%	Gr 3-5: 80%	*52%	54%	71%	71%
Mathematics	83%	*73%	53%	56%	80%	73%
History and Social Sciences	*Gr 3: 74% *Gr 4-8: 82%	Gr 3: 76% Gr 4-8: 83%	79%	70%	84%	78%
Science	Gr 3: 78% Gr 5-8: 72%	Gr 3: 77% Gr 5-8: 80%	*70%	51%	67%	56%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	78%	80%	*51%	52%	68%	69%
English: Writing	84%	84%	58%	51%	N/A	N/A
History and Social Sciences	*78%	81%	82%	71%	83%	79%
Mathematics	83%	*51%	51%	53%	76%	71%
Science	75%	81%	*59%	52%	68%	57%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Norfolk Public Schools

School: James Blair Middle School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

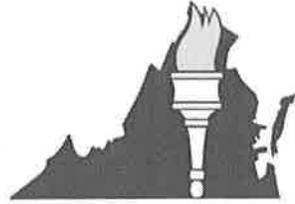
It is the request of Norfolk Public Schools School Board that James Blair Middle School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Rodney A. Jordan _____ Typed School Board Chair Name

 _____ School Board Chair Signature

7/19/16 _____ Date

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Norfolk Public Schools

School: James Blair Middle School

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It is the request of Norfolk Public Schools School Board that James Blair Middle School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Rodney A. Jordan _____ Typed School Board Chair Name

_____ School Board Chair Signature

_____ Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Norfolk Public Schools		58.01%		
School		Title I Model		
James Blair Middle School		Non-Title		
Grade Level	Enrollment	English Language Learners	Special Education	
6	395	16	83	
7	405	7	75	
8	408	7	74	
Total	1208	30	232	

One of the district’s middle schools, Lafayette-Winona, was closed for the 2014-2015 school year, Lafayette-Winona Middle School's students were reassigned to several middle schools throughout Norfolk Public Schools. As a result, there was an increase in enrollment of 105 students in Blair Middle School. Twenty-seven percent of the Lafayette-Winona students were placed into Blair Middle School, which was the largest percentage of student reassignment within the district.

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	66	69	72	68
Mathematics	68	61	73	*72
Science	79	80	80	80
History	78	77	85	84
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English Grade 6	64.22%	65.24%	68.55%	76%
English Grade 7	64.60%	65.20%	68.59%	71.5%
English Grade 8	60.28%	68.28%	68.60%	64%
Writing Grade 8	65.66%	64.58%	66.28%	58.6%
Math Grade 6	67.89%	65.64%	74.62%	76.6%
Math Grade 7	25.00%	20.88%	40.15%	41.7%
Math Grade 8	28.76%	31.34%	53.85%	43.3%
EOC Algebra 1	84.79%	84.43%	89.91%	91.3%
EOC Geometry	83.13%	95.33%	99.17%	98.5%
Grade 6 US 1	81.55%	81.43%	Did not Test	N/A
Grade 7 US 2	69.07%	64.80%	Did Not Test	N/A
Grade 8 Civics	60.29%	73.48%	80.00%	80.4%
EOC World Geography	98.70%	98.51%	97.78%	95.4%
Grade 8 Science	58.33%	60.98%	70.53%	69.6%
EOC Biology	94.12%	96.55%	96.00%	100%
EOC Earth Science	99.24%	98.39%	98.00%	95.8%
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Staff Information

James Blair Middle School has been under the leadership of three different principals over the past four years, beginning with the 2012-2013 academic year. During the 2013-2014 school year, the teacher turnover rate was 15.1%, which equated to 14 teachers. In the 2014-2015 school year, the turnover rate increased to 21.5%, which equated to 20 teachers. Over the past two years, Blair Middle School has lost 34 experienced teachers. Blair Middle School lost a significant number of experienced English teachers over the last two years. For the 2015-2016 school year, 7 new ELA teachers, constituting 36% of the English Department, were new to Blair.

Grade Level/ Content	Number of Teachers	New to School for 2016-2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
ELA 6	6	0	2	1	1	2
ELA 7	6	3	3	3	0	0
ELA 8	7	1	3	0	2	2
Math 6	7	1	4	1	1	1
Math 7	5	0	2	0	1	2
Math 8	4	1	2	2	0	0
EOC Algebra 1	3	1	0	1	1	1
EOC Geometry	2	0	0	1	0	1
US1 6	3	0	1	1	0	1
US2 7	3	0	1	0	1	1
Civics 8	3	0	0	2	0	1
EOC World Geography	1	0	0	0	0	1
Science 6	3	1	1	1	0	1
Science 7	3	0	2	1	0	0
Science 8	2	0	1	-	1	0
EOC Biology	3	0	1	1	1	0
EOC Earth Science	1	0	0	0	1	0
Special Education	15	0	4	2	4	5
Total	77	8	27	17	14	19

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	11	31.42%	
Number and percent of Exemplary teachers returning in 2016-2017	11	100%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	16	45.14%	
Number and percent of Proficient teachers returning in 2016-2017	13	37.14%	
Number and percent of Proficient teachers leaving in 2016-2017	3	8.5%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	8	22.85%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	7	20.0%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	1	2.8%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	84	95.45%	
Number and percent of provisionally licensed teachers in 2016-2017	4	4.5%	
Number and percent of new teachers to the school in 2016-2017	15	17.05%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	N/A
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	N/A
Principal Information/Instructional Background			
Degree area (s)	BS- Health and Exercise Science MAED- Education/History Ed.S- Pre K-12 Administration Ed.D		
Total years of educational experience	17		
Total years as an Assistant Principal	9		
Total years as a Principal	4		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	1	0	1	0	0
*Sought/Obtained An Educational Position Outside the Division	3	0	3	2	0
*Sought/Obtained A Non-Educational Position Outside the Division	1	0	0	0	0
Advanced in Profession	0	0	0	0	0
Left Solely for Higher Pay	1	0	0	0	0
Personal Reasons (family, health, education)	5	0	4	2	0
Left During the School Year	0	0	0	1	0
Retired from Profession	1	0	0	0	0
Left Profession/Field	2	0	0	1	0
Resigned In Lieu of Dismissal/Termination	0	0	0	0	0
Dismissed/Non-Renewed	0	0	0	0	0
Other Reasons Not Identified Above	0	0	0	0	0

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

- Governance
 Instructional Program
 Staff
 Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM</p> <p>Reading instruction occurs during the English Language Arts (ELA) Block.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Small-group instruction will be implemented during the ELA Block. The district will provide professional development on small- group instruction that is monitored and supported throughout the year.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>The expected outcome will be consistent implementation of small- group instruction in all ELA classes, as measured by weekly walkthroughs or observations.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Response to Intervention (RtI) Training has been provided to all core content teachers. Staff utilized Common Formative Assessment (CFA) data packets. Data packet documentation included specific performance data on each individual student. From these packets, staff planned specific instructional strategies to address student needs.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Response to Intervention (RTI) training will be provided to 100% of teachers. District RTI specialists will support school staff in data analysis and the implementation of Tier II and Tier III interventions using high-yield, research-based instructional strategies.</p> <p>All collaborative planning sessions will have 100% staff team meeting attendance and focus on analysis of formative assessment data to inform instructional decisions for upcoming lessons. Teachers will discuss effective instructional strategies and differentiation of instruction and activities based on daily formative assessments and student CFA performance data.</p> <p>Each core content team will incorporate comparative data analysis from the 2015-2016 school year to determine if embedded instructional strategies are improving student performance on summative assessments.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Accountability of student achievement and student progress will be shared by leadership, teachers, support staff, and students with the creation and submission of data packets and with the engagement of teachers and support staff in team data meetings. Data meetings will be designed as a forum to discuss daily formative and CFA data, instructional strategies, and the progress of students receiving Tier II and Tier III interventions. In addition to data packets, all core content teams will provide follow-up assessments to measure the effectiveness of the strategic interventions provided to students performing below proficiency, which will improve student learning outcomes.</p> <p>By incorporating RTI strategies and quality formative assessments, there will be a reduction of students requiring Tier 2 and Tier 3 interventions. SOL results in English will increase by a minimum of 3% as based on the results from the 2015-2016 school year.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM</p> <p>The Staff was introduced to cooperative learning strategies during the 2015-2016 school year through the Power Teaching Math Grant. The Success For All Organization conducted staff development in August and February and focused specifically on several components of Power Teaching. The main components of Power Teaching include Get The Goof, Random Reporter, Zero Noise Signal, Team Huddle, Team Mastery and Team Celebration Points. Power Teaching has existed in mathematics for three consecutive years to include a math coach and several site visits, however, the support was not available in all core content areas, nor was there an expectation for full implementation with the exception of mathematics.</p> <p>Formal and informal observations occurred throughout the year. Data showed limited implementation of cooperative learning practices.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Professional Development on Cooperative Learning strategies will be provided for all staff members during pre-service week. Research has indicated that schools who have implemented Cooperative Learning strategies with consistency and fidelity have demonstrated significantly increased achievement. All staff members will be required to incorporate Cooperative Learning strategies into their daily classroom instruction and will be monitored via informal and formal observations and weekly lesson plan checks.</p> <p>Blair Middle School has planned 2 days of professional development on Collaborative Learning strategies. Collaborative instructional activities will be strategically designed and consistently implemented as a part of daily instruction throughout the 2016-2017 school year. In addition to the full-staff training sessions, on-site coaches will provide a one-day walk-through, and provide constructive feedback based on observations to the entire staff during a Semester 2 faculty meeting. All Staff members will be trained on effective use of cooperative learning strategies, and it will be an expectation to incorporate cooperative learning strategies in all classrooms.</p> <p>Cooperative learning will be implemented with fidelity. Monitoring will occur bimonthly utilizing walkthroughs and observations. Additional</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Measurable outcomes will include formal and informal observations/walkthroughs that will specifically show Cooperative Learning strategies are being implemented.</p> <p>There will be a minimum 3% increase in summative assessments and district benchmark quarterly assessments as compared to the 2015-2016 school year.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	support will be provided by the district's content coordinators.	
<p>INSTRUCTIONAL PROGRAM</p> <p>There was inconsistency with reading and writing practices implemented across all content areas. For the 2015-2016 school year, content areas focused on the Magnificent 7 Reading Strategies (Making connections, Inferring, Asking Questions, Summarizing, Visualizing, Synthesizing/Retelling, and Monitoring and Clarifying Understanding.)</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Blair Middle School will incorporate Power Strategies to infuse into aligned lessons. These power strategies include:</p> <ol style="list-style-type: none"> 1. Justifying/explaining all answers to questioning. 2. Reading and Writing in all content areas 3. Higher-level thinking strategies/pre-scripted questions 4. Authentic skill applications & connections among content curricular assignments. 5. Data—Student monitoring/graphing, Teacher monitoring/graphing, and Administrative monitoring/graphing (all of which are best practices). The focus will be cross-curricular; therefore, supporting English Language Arts. <p>At the district level, additional support will be provided for reading and writing across the curriculum, and support for RtI implementation with an emphasis on Tier II intervention.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>The anticipated outcome is to meet or exceed accreditation requirements in English, with increased pass rates in Grades 6-8 Reading SOL test results and Grade 8 Writing SOL results.</p> <p>There will be a minimum of a 3% increase in summative assessment scores and district benchmark quarterly assessment scores as compared to the 2015-2016 school year.</p> <p>Student achievement will significantly improve from the initial diagnostic scores to mid-year and end-of year scores as measured by the Star Reading assessment.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>There were not any existing practices utilizing Interactive Notebooks</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Interactive notebooks will be implemented as a new strategy to improve student achievement.</p> <p>Students will be taught organizational skills and have a useful resource to use as a study aid for assessments.</p> <p>Professional Development on Interactive Notebooks will be provided in August to all core-</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>The expected outcome will be a minimum 3% increase in scores on summative assessments and to meet or exceed accreditation requirements in English.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	<p>content teachers.</p> <p>Teachers and students will be held accountable by completing notebook checks as a graded activity. Administration will monitor by completing gradebook checks to ensure teachers are grading the interactive notebooks.</p>	
<p>INSTRUCTIONAL PROGRAM</p> <p>Specially Designed Instruction (SDI) occurs in the classroom for students with disabilities to assure access to and participation in the curriculum according to the Individual Education Program (IEP).</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>SDI will be supported through professional development provided by the district with a focus on co-teaching models and instructional practices that incorporate executive functioning strategies.(Executive Function: Mental processes that help students to plan, initiate, and follow through on tasks. Processes include attention, focus, and time management.)</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>An increase in student engagement and positive behavior for students with disabilities will be observed through observations and walkthrough data. Next steps for professional development will be determined by the data.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Plan and facilitate Fall and Spring Book Fairs</p>	<p>Promote literacy by motivating students to read by offering engaging texts.</p>
<p>Plan and facilitate a Family Literacy Night in October to share available resources and strategies for parents to help their children at home.</p>	<p>Meet or exceed accreditation requirements in English by increasing pass rates by a minimum of 3% as measured by the grades 6-8 Reading SOL assessments and Grade 8 Writing SOL assessment.</p>
<p>Assignment of daily reading and completion of a Reading Log - Students will be assigned homework to read for 20 minutes each school night, and parents will monitor their child's reading by signing the log weekly.</p>	<p>Meet or exceed accreditation requirements in English by increasing pass rates by a minimum of 3% as measured by the grades 6-8 Reading SOL assessments and Grade 8 Writing SOL assessment.</p>

Closing Rationale with Trajectory of Progress

Blair Middle School requests Partially Accredited: *Reconstituted* status. This application for Blair Middle School includes revamping the instructional program to improve both collaborative planning for staff and high yield instructional strategies to engage students. Two additional initiatives apply; a plan to decrease staff turn-over and implement consistent leadership. James Blair Middle School will maintain consistency and continuity of progress as the administrative staff will implement the proposed new practices with fidelity during the 2016-17 school year. District support is being provided to further develop collaborative leadership and decision making. Clear and consistent communication and teacher feedback between administration and staff will be a major focus of the new process.

Reading and writing initiatives and collaborative teaching strategies will be implemented across all core content teams with fidelity. Content teams will collaborate to develop highly engaging lessons that provide students multiple opportunities to demonstrate content mastery. Specially Designed Instruction will occur and be supported by the district. As a direct result, it is believed that over the course of this three year plan, Blair Middle School will decrease the teacher turn-over rate as compared to previous years and transform to an improved overall climate and culture, which will lead to increased student achievement. The current teaching staff has been trained through Aligning Academic Review Performance Evaluation (AARPE) and RtI which will continue to improve alignment of instruction and formative assessments that provide effective interventions for all students.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	68%	73%	76%	80%

Blair Middle
Grades: 06 - 08
Norfolk City

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 80%	Gr 6-8: 82%	*76%	69%	72%	68%
Mathematics	74%	*70%	68%	61%	73%	72%
History and Social Sciences	*Gr 4-8: 76%	Gr 4-8: 79%	78%	77%	85%	84%
Science	Gr 5-8: 90%	Gr 5-8: 89%	*79%	80%	80%	80%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	79%	82%	*66%	69%	71%	70%
English: Writing	83%	82%	67%	66%	68%	60%
History and Social Sciences	*77%	80%	79%	78%	85%	85%
Mathematics	74%	*60%	67%	61%	71%	71%
Science	89%	89%	*79%	80%	80%	80%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Norfolk Public Schools

School: Lake Taylor High School

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

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

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It is the request of Norfolk Public Schools School Board that Lake Taylor High School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Rodney A. Jordan Typed School Board Chair Name



School Board Chair Signature

7/14/16

Date

School Information/Demographics

Lake Taylor High School (LTHS) is one of five high schools in Norfolk Public Schools, which is an urban school district. The student enrollment as of May 23, 2016 reflected a student population of 1,161 (467 ninth graders, 274 tenth graders, 184 eleventh graders, and 236 twelfth graders).

Based on fall membership numbers for the 2015-2016 school year, 70% of the student population is considered economically disadvantaged. The racial distribution of the student body is predominately African-American (71.4%). The remainder of the population is 13.0% White, 7% Hispanic, 3.1% Asian, .7% American Indian/Alaska Native, .2% Native Hawaiian/Pacific Islander, and 4.6% multicultural. The demographic distribution chart displayed below in Table 1 reflects student population by grade level. Table 2 shows the overall school achievement pass rates.

Table 1

Division		Free/Reduced Lunch Eligible Percentage		
Norfolk Public Schools		70%		
School		Title I Model		
Lake Taylor High		N/A		
Grade Level	Enrollment	English Language Learners	Special Education	
9 th	467	8	113	
10 th	274	2	33	
11 th	184	2	27	
12 th	236	2	22	
Total	1161	14	195	

Accountability Pass Rates

Overall School Achievement Data #				
Table 2				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	83%	77%	*78%	75%
Mathematics	61%	67%	61%	52%
Science	64%	*71%	62%	65%
History	59%	71%	69%	61%
Graduation and Completion Index	86	90	87	94

*Calculated using 3 year average

Grade Level Pass Rates				
Table 3				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Grade 8 Reading	<	<	<	<
Reading	84	83	77	77
Writing	80	74	70	73
World History I	68	69	70	55
World History II	49	45	59	50
VA/US History	68	75	69	66
Geography	100	87	N/A	93
Algebra I	74	69	41	44
Geometry	60	64	64	47
Algebra II	42	75	77	87
Chemistry	77	76	63	74
Earth Science	65	70	68	66
Biology	59	57	54	61
Graduation and Completion Index	86	90	87	94

Staff Information

Lake Taylor High School (LTHS) originally opened its doors to students nearly fifty years ago, in 1967. In that time, leadership transitioned through the hands of a series of principals, with the current principal being the seventh. Since the current principal took the helm in 2011, the size of the instructional staff remained relatively stable, ranging from a low of 87.5 teachers in 2014-2015, to a high of 92, in 2013-2014. During the 2015-2016 school year, 89.5 teachers served the students. The teachers and students are supported by a four-member administrative team (the principal and three assistant principals) and 5.5 guidance counselors.

While the number of teachers remained relatively stable, the individual members of the staff changed significantly over the last five school years. Of the 91 teachers who taught at Lake Taylor High School in the 2011-2012 school year, only half (45.5) still teach at LTHS. It is, however, instructive to consider teacher retention by academic department. Core academic subjects were impacted particularly hard by teacher turnover. Of the English department's current ten teachers, four (40%) taught at Lake Taylor High School for five or more years; the other six, however, served LTHS students for two years or fewer. Two of the six teachers joining the LTHS English department over the last two years are experienced teachers new to the school division; the other four began their careers at LTHS. This represents a 60% attrition rate among English teachers in just the past two years.

The teacher turnover rate in the mathematics department has also been significant. Of the eleven current math teachers, only three (27.27%) have five or more years of service at LTHS. Of the remaining math teachers, one taught at LTHS for four years; one is in the second year; and the remaining six teachers were new hires for the 2015-2016 school year. This translates to 54.55% attrition rate over the last two years, and 45.45% attrition rate just since the 2014-2015 school year. It should be noted that the math department is currently headed by its third department chairperson in five years (one was promoted to an administrative position, and the other moved from the area). It should be further noted that, among the six teachers joining the LTHS staff for the 2015-2016 school year, five came to the school with teaching experience at either the secondary and/or university level.

The science department was slightly more stable, with four of the current nine teachers (44.44%) serving for five or more years. Of the remaining five, however, two are in their first year at LTHS, and the remaining three are in their second year. Three of the five teachers joining the LTHS science department in 2014-2015 or 2015-2016 came to LTHS with some experience in other schools; another is a second year teacher, but is serving for the first year as a science teacher, having switched from the LTHS history/social studies department.

In the history/social studies department, the retention rate for teachers is better, with half of the department's teachers (five) serving at LTHS for five years or more, and three currently in their fourth year at Lake Taylor. The remaining two teachers are finishing their first and second years in the profession.

The department for students with disabilities (SWD) has also seen significant turnover in the last five years. While eleven of the current 21 (52.38%) SWD teachers have taught at Lake Taylor for at least five years and another has taught at LTHS for four years, the remaining members of the SWD department has served three or fewer years at the school. Four of the nine teachers began their time at LTHS during the 2014-2015 school year, and four others began in 2015-2016. For a comprehensive view of the experience of the teaching staff for the 2015-2016 school year, see Table 4.

In addition to high turnover among teachers, LTHS also experienced a high attrition rate among school counselors. None of the counselors assigned to LTHS for the 2011-2012 or 2012-2013 school years are still employed at LTHS, and only one counselor remains from those on staff from the 2013-2014 school

year. As is the case in the math department, there were three chairpersons for the school counseling department in the last five years. Among the 5.5 counselors assigned to Lake Taylor High School for the 2015-2016 school year, only 4.5 finished the year.

Taken as a group, the core academic departments have 18 of 39 teachers (46.2%) who will remain on probationary licenses for the 2016-2017 school year

Table 4

Grade Level/ Content	Number of Teachers	New to School for 2016-2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
English	10		4	3	0	3
History	10		2	3	2	3
Mathematics	11		2	1	4	4
Science	9	1	3	3	2	1
HPE	5		0	0	1	4
CTE	12	2	2	0	6	4
Fine Arts	6	2	1	2	3	0
Foreign Language	5.5	1	1	2.5	1	1
Special Education	21		4	1	4	12
Total	89.5	6	19	15.5	23	32

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Table 5

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	9	10.11%	
Number and percent of Exemplary teachers returning in 2016-2017	8	8.99%	
Number and percent of Exemplary teachers leaving in 2016-2017	1	1.12%	
Number and percent of teachers scoring Proficient in 2015-2016	34	38.20%	
Number and percent of Proficient teachers returning in 2016-2017	31	34.83%	
Number and percent of Proficient teachers leaving in 2016-2017	3	3.37%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	2	2.25%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	2	2.25%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	83	91%	
Number and percent of provisionally licensed teachers in 2016-2017	7	8%	
Number and percent of new teachers to the school in 2016-2017	7	8%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	1	.01%	Environmental Science
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	1	.01%	Culinary Arts
Principal Information/Instructional Background			
Degree area (s)	M.A. Speech/Language Pathology and Audiology, Ph. D. in Education with K-12 Educational Leadership Concentration		
Total years of educational experience	41 years		
Total years as an Assistant Principal	7 years		
Total years as a Principal	9 years		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk. Table 6

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	2		2		
*Sought/Obtained An Educational Position Outside the Division	1		1		
*Sought/Obtained A Non-Educational Position Outside the Division	2		1		
Advanced in Profession	N/A				
Left Solely for Higher Pay	1		1		
Personal Reasons (family, health, education)	1	1			
Left During the School Year	4				
Retired from Profession	2				
Left Profession/Field	N/A				
Resigned In Lieu of Dismissal/Termination	N/A				
Dismissed/Non-Renewed	N/A				
Other Reasons Not Identified Above	1		1		

*non-duplicate

Reconstitution Information

Lake Taylor High School was fully accredited during the school year 2012-2013. The stability of the staff from school year 2011-2012 into school year 2012-2013 greatly influenced that status. Specific steps taken to improve the school's instructional practices were (1) using a school-wide lesson plan template, (2) posting of instructional and daily agendas, (3) developing a data team template to record data team meetings and student performance data, (4) implementing scheduled data team and department meetings, and (5) planning collaboratively. Staff transiency continued into the 2013-2014 school year. To support the new staff members, the following instructional practices were implemented: (1) multiple professional development sessions were held in-house on using data to make instructional decisions, (2) the lesson plan template was refined and implemented for continued use, (3) differentiation of instruction was the focus, highlighting tiered strategies, and (4) collaborative planning, where logistically possible in math, science, and history.

The 2014-2015 school year reflected increased staff instability especially in math. To provide support for an inexperienced instructional staff with only a few veteran teachers in math, history, and science, a laser focus was attempted using a 45/45 instructional model during second semester, in which 45 minutes of direct instruction of new material was implemented and 45 minutes of tiered remediation based on data targeting a specific topic culminated the last half of the class session. Using this model, teachers continued to employ the following instructional practices: (1) posting of instructional and daily agendas, (2) using the school division's lesson plan template, (3) implementing data driven warm-up activities, (4) implementing scheduled data team and department meetings, and (5) planning collaboratively.

The 2015-2016 school year brought about additional staff changes. A revised lesson plan template was instituted that required teachers to focus on the SOL standard, that included explicit teacher input and student anticipated response steps. Lesson plans were now posted to the shared drive where they are readily available for review by administrators and department chairs. Collaborative planning remained an integral part of the development of lesson plans.

Despite implementing instructional practices to support the varying instructional levels of teachers, the efforts did not result in the reaching the required benchmarks in all content areas. Therefore, targeted instructional practices in history, math, and science will be reconstituted as reflected in Table 7.

Table 7

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program: History</p> <p>Vocabulary is currently taught in isolation, usually by having students use a dictionary to define terms listed.</p>	<p>Instructional Program: History</p> <p>Vocabulary will be taught within the context of the targeted lesson. Teachers will teach the meanings of words using synonyms, antonyms, and visuals. Students will apply knowledge of vocabulary in their summarized written and oral responses.</p>	<p>Instructional Program: History</p> <p>Using a contextual format to teach vocabulary will increase the conceptual understanding of words and increase by 9% student performance on history SOL EOC assessments.</p>
<p>Instructional Program: History</p> <p>Instructional delivery is currently in the format of a lecture that is supplemented by PowerPoint.</p>	<p>Instructional Program: History</p> <p>Interactive, hands-on activities will be the focus of inquiry-based instruction with students working in cooperative groups in order to understand the essential skills that target key concepts of each lesson.</p> <p>Teachers will receive additional professional development from the central office history coordinator and teacher specialist on evidence-based practices, engagement strategies, and lesson planning during district scheduled professional development days.</p>	<p>Instructional Program: History</p> <p>The use of this format for lesson presentation will result in improved student engagement through active participation in lessons and increased student achievement. The department chair and an administrator will monitor the interactive lessons by reviewing lesson plans weekly. Formal observations will be conducted in accordance with the performance evaluation guidelines, and informal walkthroughs will be conducted on a weekly basis. Teachers will receive written feedback.</p>
<p>Instructional Program: History</p> <p>District curriculum guides are provided to the school.</p>	<p>Instructional Program: History</p> <p>History and Social Science curriculum guides will be updated by the district to align with the curriculum framework for the 2015 History and Social Science Standards of Learning</p>	<p>Instructional Program: History</p> <p>Historical literacy and hands-on, inquiry-based instruction, utilizing the new essential skills. The increased rigor and student engagement will lead to accreditation in History/Social Science.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program: Mathematics</p> <p>Currently math vocabulary is informally provided to students at the introduction of each unit. It is not a part of every lesson plan.</p>	<p>Instructional Program: Mathematics</p> <p>Every lesson plan will include math vocabulary as part of warm ups and exit tickets. Math vocabulary will be revisited throughout each lesson as teachers check for understanding.</p>	<p>Instructional Program: Mathematics</p> <p>A daily emphasis on math vocabulary will increase student contextual understanding of math language. The increased understanding will improve student achievement on common formative assessments, benchmark assessments, and the SOL EOC assessment.</p>
<p>Instructional Program: Mathematics</p> <p>Lesson presentation is currently in the format of a lecture that is supplemented by the use of technology via PowerPoint.</p>	<p>Instructional Program: Mathematics</p> <p>Lesson presentation will be in the format of hands-on activities that introduce concepts as the teacher deliberates on key points.</p> <p>Teachers will receive additional professional development from the central office math coordinator on evidence-based practices, engagement strategies, and lesson planning during district scheduled professional development days.</p>	<p>Instructional Program: Mathematics</p> <p>The use of this format for lesson presentation will result in improved student engagement through active participation in lessons and increased student achievement by 8% - 18% on math SOL EOC assessments. The department chair and an administrator will monitor the hands-on lessons by reviewing lesson plans weekly. Formal observations will be conducted in accordance with the performance evaluation guidelines, and informal walkthroughs will be conducted on a weekly basis. Teachers will receive written feedback.</p>
<p>Instructional Program: Science</p> <p>Currently all incoming freshmen, regardless of 8th grade SOL proficiency, are placed in Earth Science or Biology. Students are often not prepared for the rigor in either course.#</p>	<p>Instructional Program: Science</p> <p>Incoming freshmen who have not passed the 8th grade science SOL will be placed in the Environmental Science Bridge course rather than being enrolled in an Earth Science or a Biology course. This placement will offer students struggling in science, the science fundamentals needed to be prepared for the rigor in Earth</p>	<p>Instructional Program: Science</p> <p>This Environmental Science Bridge course will allow students to earn a science credit while acquiring/developing essential, foundational science skills and knowledge that will be key to their success and proficiency in future SOL science courses (i.e. Earth Science/Biology). This course will focus on vocabulary</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	Science and Biology.	building, reading comprehension, scientific investigation, and will introduce them to many topics taught in Earth Science and Biology. This will improve student performance on the science SOL EOC assessments by 5%.
<p>Instructional Program: Science</p> <p>During the 2015-2016 school year, the use of the 5E’s was introduced to the entire Lake Taylor High School (LTHS) staff through professional development from the LTHS Science Department. The focus was on how to incorporate the use of the 5 E’s (Engage, Explore, Explain, Extend/Elaborate, and Evaluate) as an instructional strategy. Inconsistent use of the 5E’s was evident.</p>	<p>Instructional Program: Science</p> <p>All science lessons will incorporate the 5 E’s.</p> <p>Teachers will receive additional professional development from the central office science coordinator and the science teacher specialist on evidence-based practices, engagement strategies, and lesson planning during district scheduled professional development days.</p>	<p>Instructional Program: Science</p> <p>The 5 E’s instructional model provides opportunities for students to use prior knowledge while scaffolding to build new ideas. Consistent use of this instructional model as evidenced in lesson plans will improve student achievement by at least 5% on common formative assessments, district benchmark assessments, and the math SOL EOC assessments. The department chair and an administrator will monitor lessons and informal walkthroughs will be conducted on a weekly basis. Teachers will receive written feedback</p>
<p>Instructional Program: District Professional Development</p> <p>An outside contractor conducted one professional development session on creating effective leadership teams.</p>	<p>Instructional Program: District Professional Development</p> <p>During the 2016-2017 school year, the school’s administrative team will participate in a series of district-wide professional development sessions conducted by an outside contractor. Sessions are focused on the development of effective school leadership teams.</p>	<p>Instructional Program: District Professional Development</p> <p>The administrative team will train the leadership team using the concepts and strategies obtained from the district-wide professional development sessions. The capacity of the leadership team will be strengthened and reflected in an improved teacher retention rate.</p>

Family Engagement

Lake Taylor High School’s administration, faculty, and staff understand the significance of parents being a part of the school’s activities and their child’s educational experience. Understanding this, parental engagement is a priority in which the school strategically takes steps throughout the year to involve students and their parents in events. Table 8 reflects activities during the course of an academic year that solicit family engagement.

Table 8

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<ul style="list-style-type: none"> Ninth Grade Transition Program August <p>This orientation prepares rising 9th graders and their families for the high school experience. Program features are an introduction of the administrative team and the support offered by each, a discussion on high school success strategies, an introduction of school counselors (who discuss high school EOC credits), a tour of the building, and distribution of organizational school supplies.</p>	<p>Comprehensive understanding of high school expectations, EOC credits needed to transition to the next grade level, and the significance of being organized will result in a 10% decrease in the number of 9th grade failures in core courses (math, science, and history) at the end of the school year. This event will be facilitated by Titan Ambassadors, who will hold interim meetings throughout the school year to organize this event.</p>
<ul style="list-style-type: none"> Open House September <p>This activity orients students and parents regarding academic, athletic, and other services/opportunities offered through the school. It allows for the sharing of course and student expectations for success and for the distribution of any content specific resources.</p>	<p>School Community will understand the overall expectation of all core courses (math, science, and history) by meeting with teachers and having each core teacher explain what is required to complete courses successfully with a grade of “C” or better, thus reducing the potential failure rate by 5% and having more students eligible for academic and athletic programs.</p>
<ul style="list-style-type: none"> Bi-weekly Parent/Teacher Conferences are held the 2nd and 4th Thursday of each month beginning in October. <p>Parents discuss with teachers specific concerns related to student success or lack of success in specific courses.</p>	<p>Parents and teachers discuss how to collaborate in support of the academic success of students in core courses (math, science, and history) to reduce the percentage of students not meeting success by 5%.</p>
<ul style="list-style-type: none"> College Week October <p>Students and parents explore the various college and university admission requirements</p>	<p>Increase by 5% in the number of students understanding the significance of successfully completing core courses (math, science, and history) and applying to and attending various colleges and universities by developing structured post-secondary plans.</p>
<ul style="list-style-type: none"> Parent Information Night for Seniors 1st Semester and 2nd Semester <p>Guidance counselors share information with parents of graduating seniors in preparation for post-secondary options.</p>	<p>Guidance counselors share pertinent information with the parents of cohort seniors to assist with successful completion of core courses (math, science, and history) emphasizing the significance of graduating with their class, which would increase the GCI by 6 points. Using remediation to assist students struggling in core courses, this information will assist students with understanding how transitioning into their</p>

	chosen post-secondary option is aligned with successful completion of high school courses.
<ul style="list-style-type: none"> Junior Night February <p>The Guidance Department shares with the juniors and their parents the expectations for senior year and provide information on AP courses, Dual enrollment and NCAA clearing house procedures.</p>	Juniors and their parents begin to explore post-secondary plans and transition into senior year understanding the various options available in English, math, science, and history emphasizing the significance of graduating with their class which would increase the GCI 6 points and use remediation to assist students struggling in core courses.
<ul style="list-style-type: none"> Financial Aid Night March <p>The Access Counselor orients parents and students to the various financial aid resources and forms. This orientation will assist with the completion of FAFSA and being able to complete post-secondary applications.</p>	Increase by 10% the number of students successfully completing (math, science, and history) and applying to and attending various colleges and universities.
<ul style="list-style-type: none"> Award Ceremony March <p>Parents and students recognize the academic and attendance achievements of students.</p>	LTHS faculty members recognize students performing well in core courses (math, science, and history) which motivates students to attend school regularly and improve by 5% academic performance with student making one of 3 honor rolls and improving attendance by 5%.
<ul style="list-style-type: none"> National Honor Society Induction Ceremony April <p>This event is the induction ceremony of new members into the honor society.</p>	Students with a 3.0 in core courses (math, science, and history) and a 3.0 overall GPA and community service hours are inducted into the National Honor Society. This will allow the NHS members to voluntarily provide community service tutoring to students who are less academically successful.
<ul style="list-style-type: none"> Core Team Community Meeting Fall and Spring -1st Semester and 2nd Semester <p>Community personnel (NRHA, Police, and Social Services) share information with Guidance Counselors, the Graduation Coach, and Administrators regarding community and school concerns related to student attendance.</p>	To assist with decreasing by 5% the number of drop outs to improve school attendance in the core courses (math, science, and history) thereby improving On Time Graduation.
<ul style="list-style-type: none"> Attendance Technician Home Visits Weekly (September –June) <p>The attendance technician monitors the school attendance, for 7 day absences, and drop outs to assist with On Time Graduation.</p>	To assist with decreasing by 5% the number of drop outs to improve school attendance in the core courses (math, science, and history) thereby improving On Time Graduation.

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
Math	52%	60%	70%	75%
Science	65%	70%	75%	80%
History	61%	70%	75%	80%

The application for reconstitution was developed with a targeted focus on professional development that is job embedded and designed to meet the varied needs of the staff. District provided professional development in Science, Mathematics, History, and English will focus on literacy in the content areas. A New Teacher Mentor program will provide additional support to newer staff members. The district science department is updating the curriculum guide, which includes engaging instructional activities and directly aligns with Lake Taylor High School’s focus on student engagement, evidenced in the “hands-on” learning found in the reconstitution plan.

District professional development will support collaborative leadership through the development of the leadership teams, resulting in a lower staff turnover rate for the 2016-2017 school year. With consistency, we will be able to further develop instructional capacity of the faculty members in math, science, and history which will assist with reaching the anticipated benchmarks. For this reason, Lake Taylor High School is requesting Partially Accredited: *Reconstituted* status.

**Virginia Department of Education
State/Federal Accountability Data
Lake Taylor High
Grades: 09 - 12
Norfolk City**

Attachment W1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 88%	Gr 6-8: 87%	*83%	77%	78%	78%
Mathematics	87%	*77%	61%	67%	61%	53%
History and Social Sciences	*Gr 4-8: 70%	Gr 4-8: 75%	59%	71%	69%	60%
Science	Gr 5-8: 81%	Gr 5-8: 81%	*75%	71%	62%	66%
Graduation and Completion Index	82%	88%	86%	90%	87%	94%

Federal Accountability Status

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

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	88%	87%	*84%	83%	76%	81%
English: Writing	88%	86%	80%	74%	70%	71%
History and Social Sciences	*70%	68%	60%	72%	69%	61%
Mathematics	85%	*47%	57%	68%	62%	53%
Science	81%	81%	*65%	67%	63%	67%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Northampton (065)

School: Ocohanock Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Northampton School Board that Ocohanock Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

William J. Oakley Typed School Board Chair Name

William J. Oakley School Board Chair Signature

7-14-16 Date

Division: Northampton (065)

School: Occohannock Elementary

School Information/Demographics

Division: Northampton (065)			Free/Reduced Lunch Eligible Percentage: 79.56%	
School: Occohannock Elementary			Title I Model: Schoolwide	
	Grade Level	Enrollment	English Language Learners	Special Education
	PK	49	-	8
	K	71	6	15
	1	58	6	5
	2	71	6	10
	3	66	6	14
	4	68	3	14
	5	61	2	13
	6	69	2	14
	Total	522	31	100

Division: Northampton (065)

School: Occohannock Elementary

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	59%	66%	71%	73%
Mathematics	67%	71%	84%	80%
Science	72%	76%	75%	75%
History	83%	82%	95%	86%
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English-3 rd Gr	62%	69%	71%	84%
English-4th Gr	53%	61%	68%	69%
English-5th Gr	57%	57%	71%	70%
English-6th Gr	55%	70%	63%	71%
Math-3 rd Gr	58%	71%	89%	74%
Math-4th Gr	64%	70%	84%	85%
Math-5th Gr	65%	64%	68%	71%
Math-6th Gr	67%	69%	90%	85%
Virginia Studies	82%	83%	95%	86%
Science 5 Gr	68%	69%	75%	75%
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Division: Northampton (065)

School: Occohannock Elementary

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
PK	3	0	1	1	-	1
K	3	0	-	2	-	1
1	4	0	2	-	1	1
2	4	1	2	-	1	1
3	3	0	2	1	-	-
4	3	0	1	-	2	-
5	4	2	2	-	1	1
6	4	1	1	3	-	-
Special Education	6	0	3	1	1	1
Reading Specialist	1	0	-	-	-	1
Electives (PE/Art/Music/ ESL/Gited/Guid)	6	2	2	1	1	2
Total	41	6	16	9	7	9

Division: Northampton (065)

School: Occohannock Elementary

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Teacher Performance and Mobility Information			
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0%	
Number and percent of Exemplary teachers returning in 2016-2017	-	-	
Number and percent of Exemplary teachers leaving in 2016-2017	-	-	
Number and percent of teachers scoring Proficient in 2015-2016	32	80%	
Number and percent of Proficient teachers returning in 2016-2017	29	91%	
Number and percent of Proficient teachers leaving in 2016-2017	3	9%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	7	17.5%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	5	71%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	2	29%	
Number and percent of teachers scoring Unacceptable in 2015-2016	1	2.5%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	20%	
Number and percent of Unacceptable teachers leaving in 2016-2017	1	2.5%	
	Number of All Teachers	Percent of All Teachers	Area of Teaching
Teacher Licensure Information			
Number and percent of teachers fully licensed in 2016-2017	35	87.5%	
Number and percent of provisionally licensed teachers in 2016-2017	5	12.5%	
Number and percent of new teachers to the school in 2016-2017	6	15%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	BS - Middle School (6-8) History/Social Science; Middle School (6-8) English; Master's Degree - Admin & Supervision K-12		
Total years of educational experience	12		
Total years as an Assistant Principal	1		
Total years as a Principal	5		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained An Educational Position Outside the Division					1
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay			1	1	
Personal Reasons (family, health, education)			1	1	
Left During the School Year					
Retired from Profession			1		
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

Division: Northampton (065)

School: Occohannock Elementary

Reconstitution Information

Occohannock Elementary School for two consecutive years received a rating of Accredited with Warning; during year three received a rating of Partially Accredited – Improving School – Pass Rate. A preliminary review of the Spring 2016 data shows that Occohannock Elementary will not meet the English benchmark of 75%. Their preliminary, calculated pass rate is 73%.

Because Occohannock Elementary School has failed to meet the 75% benchmark for English, the Northampton County School Board is seeking a conditional rating based on reconstitution under Code 8 VAC 20-131-315.

Over the past three years, Occohannock Elementary School has demonstrated trends of gradual growth in all academic areas. Their performance in English has grown from 59% in 2013-14 to 66% in 2014-15 to 71% in 2015-2016, and to a preliminary calculation of 73% in 2016-2017.

Occohannock Elementary School has participated in a number of initiatives, processes and practices instituted to support academic improvement throughout the school. Weekly administrative meetings focused on student data, student outcomes, teacher planning and preparation are held. Twice monthly school improvement meetings with building and central office representative are held. Walk through observations are conducted to monitor instructional delivery, student engagement and curriculum alignment. Lesson plans are monitored weekly to ensure alignment with state standards and with the division's curriculum pacing.

Professional learning communities function at all grade levels. OES teachers have participated in a variety of professional development opportunities. The venue for these opportunities were both small and large group settings. Topics covered included: *Teaching Math Through Inquiry: Numbers & Operation, Differentiation: The More Ways You Teach the More Students You Reach, Instructional Strategies for Students From Low Socio Backgrounds, Collaborative Planning, Marzano Strategies, Formative Feedback, 4-Square Writing, PBIS, Word Study, QAR – Question-Answer-Relationship, Unpacking the Curriculum, Classroom Management, Addressing the Needs of LEP Students, Gradebook Management, Elementary Number Sense, Early Elementary Literacy, IEPs/Prior Written Notice, Elementary Geometry, Transition Planning, Instructional Strategies for Identifying the Main Idea, FBA/BIP Development, Elementary Probability and Statistics, Higher Order Questioning, Student Engagement, Aligning Standards for ELL Instruction, Formative Assessment, and Inclusive Practices.* Our math and English teachers also participated in instructional coaching, modeling and mentoring activities.

Unit assessments are administered during the 1st, 2nd, and 3rd nine weeks. A comprehensive benchmark assessment was administered during the 4th nine weeks. Data from these assessments are disaggregated and used to identify student deficits for the creation of corrective teaching plans for student intervention. Universal screenings are conducted three times annually (fall, winter and spring). To assist the school in identifying students with existing areas of deficiencies, a number of diagnostic assessments are administered: FAST (*Formative Assessment System for Teachers*), ARDT, a Comprehensive Benchmark Assessment and PALS. Results from these assessments are used to tier students for multiple levels of instructional supports. Student intervention plans are developed and monitored throughout the school year.

Division: Northampton (065)

School: Occohannock Elementary

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

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>The Master Schedule has, in the past, been traditionally and primarily designed to meet the needs of the general population of students.</p>	<p>The 2016-2017 Master Schedule will target interventions for the Tier 3 and 2 students to maximize the available resources for these students.</p> <p>The master schedule will extend the learning opportunity for students by reallocating 45 minutes for the reading period for remediation and enrichment.</p> <p>Special education teachers and other specialists will be used to provide intensive intervention services to Tier 3 and 2 students during the 45 minute remediation period.</p> <p>Additional remediation (<i>as needed</i>) for Tier 3 and Tier 2 students will be provided during the student's specials schedule for some students 2 days a week focused on enhancing the comprehension skills of the participants.</p>	<p>The instructional program for students with the greatest needs is considered first.</p> <p>Interventions for students with the greatest needs will be addressed during the 45 minutes remediation period.</p> <p>Progress monitoring of 60% of Tiers 3 & 2 students will show a steady monthly progression to the predetermined student goal line as monitored and measured by the LDS and/or FAST data management system.</p>
<p>The assistant principal and the principal allot two days weekly to participate in team planning and data meetings with teachers.</p>	<p>Lead teachers will be identified to facilitate team planning and data meetings to free the principal and the assistant to conduct classroom observations.</p> <p>To ensure that all instruction is effectively monitored, the principal will design a monthly calendar for planned observations. This calendar will be shared with the superintendent and reviewed against data in Observation 360 for follow through.</p>	<p>The principals will increase their in class support of teachers and the teacher's instructional efforts. More frequent classroom visits will allow time for more frequent behavior specific conversations about instruction and student needs. The opportunity to interact, guide, encourage, reinforce and promote the teacher's instructional efforts will increase.</p> <p>The success of this strategy will be measured by achieving the 75% reading benchmark in 2017.</p>

Division: Northampton (065)

School: Occohannock Elementary

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
The school currently uses an internally built data dashboard to track student progress and interventions.	OES's staff and administrative team will use the Longitudinal Data System to track, plan, monitor and analyze relevant student data for student's mastery of skills and the monitoring of the effectiveness of the interventions being provided to tiers 3 and 2 students.	Student interventions not producing results as evidenced by the progress monitoring data points in LDS will be changed as warranted and prescribed in the VTSS guidebook for 100% of the students in Tiers 3 and 2, during the 2016-2017 academic school years.
Time is allotted weekly for PLC activities.	To build the instructional delivery capacity of the teaching staff, the principal will provide individualized staff development opportunities. All professional development opportunities will be aligned to the programmatic goals and objectives of the school improvement plan. All professional development topics will include topics on leadership, instruction, programs and curriculum elements.	Through this strategy, the staff will work with colleagues to enhance their classroom pedagogy and to talk openly with each other about their work. As a result of these professional learning opportunities, teachers will engage students in rigorous learning tasks that produce greater academic gains in reading and other subjects as measured by their meeting the SOL benchmark for Reading of 75% or better by June 2017.
During the first two months of the 2015 school year, weekly administrative meetings were held with the administrative staff at OES. The focus of these meetings included monitoring the learning environment, the review of lesson plans, and the review of teacher observation data. As the administrative staff demonstrated a laser like focus on their instructional program, the formal weekly meetings became fewer in occurrence. As the year progressed visits to OES were made weekly by the superintendent.	Central administrative staff will establish a weekly administrative leadership meeting schedule with OES for the purpose of assisting with the monitoring of the instructional program, reviewing teacher lesson plans for alignment between the taught-and-tested curriculum, examining the quality and level of feedback given to teachers with planning, delivery of instruction and alignment of teacher created assessments.	Organized and targeted instructional walks conducted weekly at OES with an identified purpose, linked to the deficits identified through student and teacher data will present a team approach to identifying next steps for instructional improvements. This pattern of attention to what is planned, taught, and tested will improve the instructional rigor and focus of instructional content for students and will thereby increase the likelihood of students obtaining the 75% benchmark to meet accreditation for the 2016 academic school year..

Division: Northampton (065)

School: Occohannock Elementary

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
OES will hold its annual Title 1-Night during late September, early October 2016. Parents will be informed about the school's participation in the Title 1 program, the mandatory parent involvement component of Title 1, the Teacher/Parent/Student Compact, 3-6 student assessment performance on the SOL, student performance on the PALS end of year report, and curricular information including any changes in the curriculum instructional strategies.	(Awareness) Parents and students will better understand where the school is with meeting the 75% benchmark established for reading.
Teachers in grades K-6 will create reading kits for student use at home. These kits will give hints and guidance to parents on how to effectively work with their students with reading content at home. They will contain three leveled texts (<i>one where the student can "read by myself", one "read with me", and one "read to me"</i>), a variety of activities and worksheets parents can use with their students.	When reading becomes a part of the students' life at home and at school, the additional exposure and practice will improve the student's language skills, their comprehension and writing abilities, their imaginations, their exposure to other things, and their curiosity. The development of these skills will increase their overall performance on any number of assessments, but most importantly reading.
OES will host 3 to 4 Family Literacy Nights/Workshops for grades PK-6 throughout the school year.	When skills parents need to fully understand to help their student are explained and modeled, they are better able to help their student, which in turn would maximize learning opportunities in the class setting.
OES's Media Specialist team will focus on the Word Analysis SOL and reference material standard throughout the school year. Student performance on these standards will be reported using the K-3 English Achievement Records and the interim.	Parents will be provided clear information about student mastery of standards and will be encouraged to work with their student at home on skills not mastered and/or to reinforce skills mastered.

Closing Rationale with Trajectory of Progress

In closing, we have embraced the tasks that must occur at OES to ensure that all benchmarks are met. Our approach is organized, focused, systematic and persistent. We have seen persistence and commitment to our students and teachers lead to academic gains across all areas over the past years. We are certain that the practices implemented and planned for implementation, will move the school to full accreditation. Until that goal has been realized, we are applying for an accreditation rating of Partially Accredited: Reconstituted School.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	73%	75%	78%	80%
Math				
Science				
History				

Division: Northampton (065)

School: Occohannock Elementary

**Virginia Department of Education
State/Federal Accountability Data
Occohannock Elementary
Grades: PK - 06
Northampton County**

Attachment X1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 71% Gr 6-8: 80%	Gr 3-5: 77% Gr 6-8: 84%	*59%	66%	71%	73%
Mathematics	80%	*75%	67%	71%	84%	80%
History and Social Sciences	*Gr 3: 63% *Gr 4-8: 73%	Gr 3: 66% Gr 4-8: 73%	83%	82%	95%	89%
Science	Gr 3: 73% Gr 5-8: 72%	Gr 3: 77% Gr 5-8: 65%	*72%	76%	75%	75%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

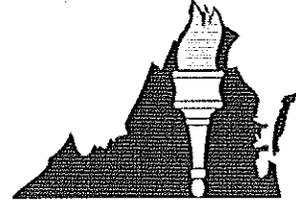
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - Targeted Assistance
2012-2013	2011-2012	Title I Focus School	Title I - School Wide Program
2013-2014	2012-2013	Title I Focus School	Title I - School Wide Program
2014-2015	2013-2014	Improvement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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	72%	76%	*57%	64%	68%	70%
English: Writing	73%	74%	64%	59%	N/A	N/A
History and Social Sciences	*72%	71%	83%	83%	95%	88%
Mathematics	79%	*55%	64%	69%	82%	77%
Science	70%	70%	*73%	76%	75%	73%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Nottoway County

School: Blackstone Primary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Nottoway School Board that Blackstone Primary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Robert Horn Typed School Board Chair Name

 School Board Chair Signature

7/11/16 Date

Division: Nottoway

School: Blackstone Primary School

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage 71%		
School		Title I Model		
Grade Level	Enrollment	English Language Learners	Special Education	
PK	36	0	0	
K	69	3	5	
1	97	8	8	
2	70	3	6	
3	100	9	13	
4	84	3	9	
Total	467	26	49	

Division: Nottoway

School: Blackstone Primary School

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	55	65	66	71
Mathematics	52	64	77	70*
Science	77	86	-	-
History	76	80	74	74*
Graduation and Completion Index (if applicable)				

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English-3 rd grade	52	64	70	74
English-4 th grade	53	60	58	68
Math 3 rd grade	62	63	73	65
Math 4 th grade	36	62	73	73
Virginia Studies	65	71	73	68
Science 3 rd grade	77	83	-	-
History 3 rd grade	84	-	-	-
Graduation and Completion Index (if applicable)				

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
PK	2	0				2
K	4	0			2	2
1	4	0			2	2
2	5	3	4			1
3	4	0	1			3
4	4	0	1			3
Reading	2.5	0	1		2	
Special Education	4	1	2			1
Total	29.5	4	9		6	14

Staff Information

Division: Nottoway

School: Blackstone Primary School

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	8	23%	
Number and percent of Exemplary teachers returning in 2016-2017	8	23%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	22	63%	
Number and percent of Proficient teachers returning in 2016-2017	19	54%	
Number and percent of Proficient teachers leaving in 2016-2017	4	11%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	1	3%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	1	3%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	1	3%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	1	3%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	32	97%	
Number and percent of provisionally licensed teachers in 2016-2017	1	3%	
Number and percent of new teachers to the school in 2016-2017	4	12%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	1	3%	Library
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	Ms.Ed. Special Education, Ed.D. Leadership		
Total years of educational experience	15		
Total years as an Assistant Principal	0		
Total years as a Principal	8		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			1		
*Sought/Obtained An Educational Position Outside the Division					
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					
Left During the School Year					
Retired from Profession			1		
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed			1		1
Other Reasons Not Identified Above					

*non-duplicate

Division: Nottoway

School: Blackstone Primary School

Reconstitution Information**Narrative:**

Over the past three years, Blackstone Primary School has worked diligently to improve student achievement.

Beginning in 2013-14, teachers were lead through the unpacking process for SOLs. School teams revised pacing guides and began to document resources. As a result of Academic Review, work was begun to better analyze the written, taught, and assessed curriculum. Lesson plan templates were piloted. The division created a drive on the computer network to house pacing guides, common assessments, and resources. Blackstone teachers worked with the other primary school to update pacing guides, assessments, and resources. The division assisted the school in analyzing assessment data and selecting interventions. Lead teachers focused training on "SOLAR" for formative assessment, google docs, and project based learning. Training was conducted on Deeper Learning and 21st century skills. The division assisted the principal in developing observation expectations and schedules.

In 2014-15 work continued on alignment of curriculum and assessments. Staff development was provided on the use of tables of specifications. Teachers worked collaboratively with their sister school to update curriculum and resources on the instruction drive based on an analysis of SOL data with the assistance from a consultant and central office personnel. A new division template for lesson plans was established to better address rigor and differentiation. Training was conducted on the required components for effective lesson planning. A math coach was employed by the division to assist with the implementation of the math curriculum and the creation of spiral reviews. A new reading series was adopted that was better aligned and training on components was conducted. School teams monitored progress of tiers of students and determined interventions using google docs to track achievement. The principal and teachers received training on documentation of teacher performance and providing feedback. Further training on setting goals related to tiers was also provided.

In 2015-16 teachers were trained on addressing appropriate cognitive level in lessons using the table of specifications. Groups of teachers analyzed units throughout the year for cognitive level and shared common lesson plans. A lesson plan feedback form was established. A reading coach was employed by the division to support the school in analyzing data and modeling lessons for staff. Spiral reviews were also created for reading. Blackstone Primary began implementing Balanced Literacy with guided reading. A consultant provided training and offered feedback specifically on how to differentiate guided reading, leveled intervention, and work stations. Staff development focused on tiered intervention, developing formative assessments, and making quick corrections. TTAC supported the school efforts and provided training on differentiation strategies, flexible grouping structures, student engagement, as well as resources to address student needs uncovered by formative assessments. Lead teachers conducted workshops for student engagement, formative assessment, opportunity to respond, and integration of reading with other subjects. The principal received training on formative assessment, student engagement, and related instructional adjustments.

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>English: Reading Staff: In grade 3, one out of five had more than one year of teaching experience.</p>	<p>Redistribute experienced teachers with instructional success to third grade.</p>	<p>Collective experience will increase overall student achievement by 4% in English: Reading</p>
<p>Instructional Program: Instruction of comprehension strategies is weak and inconsistent.</p>	<p>Improve comprehension strategies in instruction by providing professional development to core teachers. Reading coach, principal and lead teachers will lead the professional development.</p>	<p>Improved reading comprehension strategies leading to an overall 4% gain in English: Reading performance.</p>
<p>Instructional Program: Interventions for Tier 2 and Tier 3 students are inconsistent.</p>	<p>Implement a research based literacy intervention program with fidelity.</p>	<p>Reduction of students identified in Tiers 2 and 3 as indicated by a 10% movement between tiers.</p>
<p>Math: Staff: In grade 3, one out of five had more than one year of teaching experience.</p>	<p>Redistribute experienced teachers with instructional success to third grade.</p>	<p>Collective experience will increase overall student achievement by 3% in Math.</p>
<p>Instructional Program: Instruction of math concepts involving higher cognitive levels was inconsistent.</p>	<p>Improve critical thinking and problem solving by providing professional development to core teachers. Math coach, principal and lead teachers will lead the professional development.</p>	<p>Improved critical thinking and problem solving strategies leading to an overall 3% gain in Math performance.</p>
<p>Instructional Program: Implementation of formative assessments was inconsistent</p>	<p>Principal will monitor performance on spiral reviews weekly as well as interventions based on results</p>	<p>Improved formative assessment data and associated remediation will lead to a 3% increase in overall math performance.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Family Reading Nights 2 times per year	Increase parent’s ability to support reading at home
Parental Involvement Activities (Meet an Author, Reading Strategies-Questioning, Family Library Time) Quarterly	Increase parental participation in reading activities
SOL Parent Night – Spring 2017	Increase parent understanding of the SOL assessments
Provide parents access to online reading programs – Fall 2016	Students have the ability to practice reading skills at home

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	71	75	77	80
Math	70*	73	76	79
Science				
History				

In general, Blackstone Primary School has a trajectory of increasing scores in English: Reading. The 2013-2014 pass rate indicated an overall student performance of 55%. The preliminary data for the 2016-2017 pass rate indicates a 71% noting significant progress is being made in reading. Math performance has also increased from 52% in 2013-14 to a high of 77% for 2015-16. The recent drop in scores has been addressed with changes in personnel. The instructional changes are producing gains, but Blackstone will need to rely on the 3 year average for accreditation in math.

Blackstone Primary School has been accredited in all other areas since the 2015-2016 school year. Based on the projected preliminary data for the 2016-2017 school year, Blackstone Primary School will remain accredited in Math and History: Virginia Studies.

Blackstone Primary School should be considered for a rating of Partially Accredited: Reconstituted School based on the improvement shown since the 2013-2014 school year. The school improvement strategies implemented over the past four years have led to overall improvement in student achievement for the warned area of English: Reading. Changes in staffing for the 2016-2017 school year will make better use of

experienced teachers as a resource for novice teachers. Continuing the planned improvement strategies will allow for Blackstone Primary School to continue on a trajectory for meeting full accreditation.

**Virginia Department of Education
State/Federal Accountability Data
Blackstone Primary
Grades: PK - 04
Nottoway County**

Attachment Y1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 88%	Gr 3-5: 84%	*76%	65%	66%	71%
Mathematics	91%	*73%	52%	64%	77%	70%
History and Social Sciences	*Gr 3: 84%	Gr 3: 89%	76%	80%	74%	76%
Science	Gr 3: 87%	Gr 3: 90%	N/A	*77%	83%	N/A
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Made AYP	Title I - School Wide Program
2012-2013	2011-2012	Title I Focus School	Title I - School Wide Program
2013-2014	2012-2013	Title I Focus School	Title I - School Wide Program
2014-2015	2013-2014	Met All Federal AMOs	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	87%	82%	*53%	62%	64%	69%
English: Writing	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	*84%	89%	74%	79%	73%	68%
Mathematics	91%	*53%	49%	62%	73%	67%
Science	87%	90%	*74%	83%	N/A	N/A

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Nottoway County Public Schools

School: Nottoway Intermediate School

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

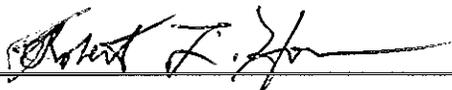
8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Nottoway County School Board that Nottoway Intermediate School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Robert Horn _____ Typed School Board Chair Name



School Board Chair Signature

7/16/16

Date

Division: Nottoway County

School: Nottoway Intermediate School

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Nottoway		65%		
School		Title I Model		
Nottoway Intermediate		School-wide		
Grade Level	Enrollment	English Language Learners	Special Education	
5	156	10	23	
6	168	12	16	
Total	324	22	39	

Division: Nottoway County

School: Nottoway Intermediate School

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	58	63	71	72
Mathematics	67	69	82	84
Science	69	73	86	88
History	80	86	N/A	N/A
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English-3 rd grade; EOC English				
5 th Grade; Reading	57	63	65	67
6 th Grade; Reading	63	65	68	76
5 th Grade; Math	45	48	73	74
6 th Grade; Math	79	76	83	91
5 th Grade; Science	68	73	85	88
6 th Grade; History	80	86	N/A	N/A
Graduation and Completion Index (if applicable)				

Division: Nottoway County

School: Nottoway Intermediate School

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
5 th /Reading	3	1	0	1	1	1
6 th /Reading	3	0	1			2
5 th /Math	3	0				3
6 th / Math	3	0			2	1
6 th History	3	0	2			1
5 th Science	3	0				3
6 th Science	3	0	1		1	1
Special Education	4	1	1	2	1	
Elective	4	1		1	2	1
Reading Teacher	1	0		1		
Total	30	3	5	5	7	13

For the 2015-2016 school year, Nottoway Intermediate School had teaching vacancies well into Summer 2015. Several teaching positions at Nottoway Intermediate School were filled by applicants with provisional licenses. Additionally, Nottoway Intermediate School had a Reading Teacher vacancy that was unable to be filled until after the school year had started.

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	10	40%	
Number and percent of Exemplary teachers returning in 2016-2017	8	32%	
Number and percent of Exemplary teachers leaving in 2016-2017	2	8%	
Number and percent of teachers scoring Proficient in 2015-2016	15	60%	
Number and percent of Proficient teachers returning in 2016-2017	14	56%	
Number and percent of Proficient teachers leaving in 2016-2017	1	4%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	23	92%	
Number and percent of provisionally licensed teachers in 2016-2017	2	8%	
Number and percent of new teachers to the school in 2016-2017	3	12%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	Masters Administration and Supervision PK-12, Gifted Education, and Elementary Education PK-6		
Total years of educational experience	16		
Total years as an Assistant Principal	0		
Total years as a Principal	2		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained An Educational Position Outside the Division	1	1			
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)	1		1		
Left During the School Year					
Retired from Profession	1		1		
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate
 7

Reconstitution Information

Narrative:

A great deal of work has been completed at Nottoway Intermediate over the past three years to address concerns with student achievement.

Beginning in 2013-14, teachers were lead through the unpacking process for SOLs. School teams revised pacing guides and began to document resources. The division assisted the school in analyzing assessment data and selecting interventions. Common lesson plans were developed for grade level content. Lead teachers focused training on “SOLAR” for formative assessment, google docs, and project based learning. As a result of Academic Review, work was begun to better analyze the written, taught, and assessed curriculum. The division created a drive on the computer network to house pacing guides, common assessments, and resources. Teachers were required to complete peer observations. Training was conducted on Deeper Learning and 21st century skills. The division assisted the principal in developing observation expectations and schedules.

In 2014-15 work continued on alignment of curriculum and assessments. Staff development was provided on the use of tables of specifications. Over the summer, selected teachers again adjusted curriculum guides and resources, adding correction to the common instruction drive. School teams were assisted by a consultant in analyzing data, updating pacing, and assessments. A new division template for lesson plans was established to better address rigor and differentiation. Training was conducted on the required components for effective lesson planning. A math coach was employed by the division to assist with the implementation of the math curriculum and the creation of spiral reviews. A new reading series was adopted that was better aligned and training on components was conducted. School teams monitored tiered student performance and documented efforts in meeting minutes and data walls. The principal and teachers received training on documentation of teacher performance and providing feedback.

In 2015-16 teachers received additional training on addressing appropriate cognitive level in lessons using the table of specifications. Teams analyzed units throughout the year for cognitive level. A reading coach was employed by the division to support the school in analyzing data and modeling lessons for staff. Spiral reviews were also created for reading. Nottoway Intermediate focused efforts on implementing Balanced Literacy with guided reading. A consultant provided training and offered feedback. Staff development focused on tiered intervention, developing formative assessments, and making quick corrections. TTAC provided training on differentiation strategies, student engagement, as well as resources to address student needs uncovered by formative assessments. Lead teachers conducted workshops for student engagement, formative assessment, and opportunity to respond.

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program: Reading instruction is inconsistent in addressing word analysis and comprehension of nonfiction texts.</p>	<p>Improve instructional practices in word analysis and comprehension of nonfiction texts through professional development provided by the</p>	<p>Improved student performance in the areas of word analysis and comprehension of nonfiction text resulting in a 5% gain in overall English: Reading.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	reading coach, principal, lead teachers and through the utilization of PLC's.	
The majority of reading assessments were tied to the reading series.	Create more formative assessments that address word analysis and comprehension of non-fiction to track progress.	Improved targeted intervention for areas of weakness leading to a 5% gain in overall English: Reading.

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Provide parents with a means to electronically monitor student progress (Fall 2016)	Monitor progress through online systems leading to increase in student benchmarks & grades
Family Literacy Nights (Fall/ Spring Semesters) Parent & student collaboration lessons	Increase the parents ability to effectively monitor and support independent reading
Parental Involvement Nights (Quarterly) Focus: Reading Strategies, Higher Order- Thinking Questions & Techniques	Increase parental knowledge of how to support student understanding of nonfiction texts

Closing Rationale with Trajectory of Progress

Content Area(s) not Fully Accredited	Trajectory of Progress			
	2015-2016	2016-2017	2017-2018	2018-2019
English	72	75	78	81
Math				
Science				
History				

Nottoway Intermediate School has shown improvement in student performance on English: Reading Assessments. 2013-2014 reading assessment data showed 58% pass rate for students. Preliminary data for 2016-2017 indicates that 72% of students are mastering reading standards. In other assessed content areas, Nottoway Intermediate School has made accreditation for 2015-2016. Preliminary data for 2016-2017, show accreditation in math and science with an increase in student pass rates.

Nottoway Intermediate School should be considered for a rating of Partially Accredited: Reconstituted School based on continuous improved in student performance over the last four years. Partially Accredited: Reconstituted School status will allow for the continued implementation of strategies and best practices that have resulted in the noted student gains.

**Virginia Department of Education
State/Federal Accountability Data
Nottoway Intermediate
Grades: 05 - 06
Nottoway County**

Attachment Y1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 77% Gr 6-8: 85%	Gr 3-5: 76% Gr 6-8: 85%	*58%	63%	71%	72%
Mathematics	77%	*78%	71%	69%	82%	85%
History and Social Sciences	N/A	*Gr 4-8: 87%	Gr 4-8: 88%	N/A	80%	86%
Science	Gr 5-8: 83%	Gr 5-8: 82%	*78%	73%	86%	87%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

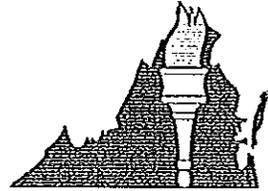
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	79%	81%	*60%	64%	67%	67%
English: Writing	77%	71%	52%	50%	N/A	N/A
History and Social Sciences	*87%	88%	80%	86%	N/A	N/A
Mathematics	75%	*67%	62%	62%	78%	81%
Science	83%	82%	*68%	73%	85%	86%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Nottoway County Public Schools

School: Nottoway Middle School

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

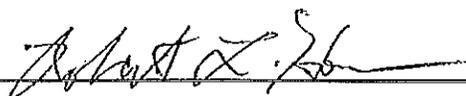
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As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating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

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

It is the request of Nottoway School Board that Nottoway Middle School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Robert Horn Typed School Board Chair Name

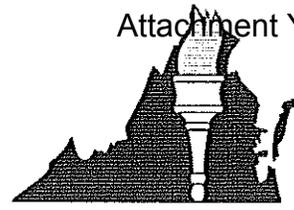
 School Board Chair Signature

7/11/14 Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
School		Title I Model		
	Grade Level	Enrollment	English Language Learners	Special Education
	7th	175	8	21
	8th	165	2	18
	Total	340	10	39

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

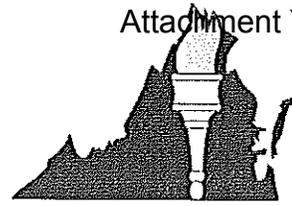
Partially Accredited: Reconstituted School Application

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	60	60	64	72
Mathematics	56	55	59	68
Science	69	69	77	80
History	75	76	74	77
Graduation and Completion Index (if applicable)				

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English 7 Reading	67	55	71	80
Math 7	27	22	42	33.6
Science 8	69	69	77	80
English 8 Reading	60	62	58	69
English 8 Writing	53	55	54	66
Civics & Economics 8	82	78	74	77
Math 8	53	62	54	82
Algebra I	80	100	97	91.6

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

Graduation and Completion Index (if applicable)				

Staff Information

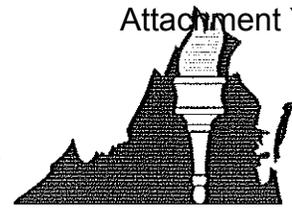
Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
8 MATH	2	1				1
7 MATH	2		1		1	
ALGEBRA	1					1
SPECIAL ED	5	2			1	2
7 ENGLISH	2				2	
8 ENGLISH	2		1		1	
HISTORY	2				1	1
CIVICS	2		1			1
7 SCIENCE	2					2
8 SCIENCE	2			1		1
ELECTIVES	7	1		1	1	4
LIBRARY	1				1	
GUIDANCE COUNSELOR	1			1		
SECRETARY	1		1			
PRINCIPAL	1					1
Total	33	4	4	4	7	14

Extenuating Circumstances for 2015-2016

During September of the 2015-2016 school year, Nottoway Middle School lost an instructional assistant position due to budget cuts. This position was needed for math remediation. A long term substitute was needed for an eight week period in English. Additionally, a special education position was vacant at the beginning of the school year.

Teacher Performance/Licensure/Mobility Data

VIRGINIA DEPARTMENT OF EDUCATION



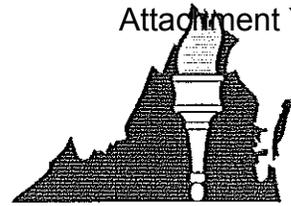
Office of School Improvement

Partially Accredited: Reconstituted School Application

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Teacher Performance and Mobility Information			
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0%	
Number and percent of Exemplary teachers returning in 2016-2017	0	0%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	24	86%	
Number and percent of Proficient teachers returning in 2016-2017	22	81%	
Number and percent of Proficient teachers leaving in 2016-2017	4	14%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	1	03%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	1	03%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	2	07%	
Number and percent of Unacceptable teachers returning in 2016-2017	2	07%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information			
Number and percent of teachers fully licensed in 2016-2017	29	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0%	
Number and percent of new teachers to the school in 2016-2017	5	17%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0%	
Principal Information/Instructional Background			
Degree area (s)	Health and Physical Education		
Total years of educational experience	21 years of experience		
Total years as an Assistant Principal	11 years as AP		

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

Total years as a Principal	7 years of principal
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VIRGINIA DEPARTMENT OF EDUCATION

Office of School Improvement Partially Accredited: Reconstituted School/ Application

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	0	0	1	0	0
*Sought/Obtained An Educational Position Outside the Division	1	0	2	0	0
*Sought/Obtained A Non-Educational Position Outside the Division	0	0	0	0	0
Advanced in Profession	0	0	0	0	0
Left Solely for Higher Pay	0	0	1	0	0
Personal Reasons (family, health, education)	0	0	1	0	0
Left During the School Year	0	0	0	0	0
Retired from Profession	0	0	0	0	0
Left Profession/Field	0	0	0	0	0



VIRGINIA DEPARTMENT OF EDUCATION

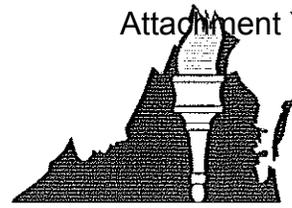
Office of School Improvement

Partially Accredited: Reconstituted School/Application

Resigned In Lieu of Dismissal/Termination	0	0	0	0	0
Dismissed/Non-Renewed	0	0	0	0	0
Other Reasons Not Identified Above	0	0	0	0	0

* non-duplicate

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

Reconstitution Information

Narrative:

Over the past three years a great deal of work has been completed to improve student achievement at Nottoway Middle School.

Beginning in 2013-14, Teachers were lead through the unpacking process for SOLs. The division assisted the school in forming a team structure to analyze curriculum, student performance, and intervention. Lead teachers focused training on "SOLAR" for formative assessment, google docs, and project based learning. As a result of Academic Review, work was begun to better analyze the written, taught, and assessed curriculum. The division created a drive on the computer network to house pacing guides, common assessments, and resources. Teachers were required to complete peer observations. Training was conducted on Deeper Learning and 21st century skills.

In 2014-15 work continued on alignment of curriculum and assessments. Teams were assisted by a consultant in analyzing data, updating pacing, and assessments. A new division template for lesson plans was established to better address rigor and differentiation. A math coach was employed by the division to assist with the implementation of the math curriculum and the creation of spiral reviews. Staff development was provided on the use of tables of specifications. A new reading series was adopted that was better aligned and training on components was conducted. Teachers were assisted by the division in team meetings where student progress and interventions were analyzed. The principal and teachers received training on documentation of teacher performance and providing feedback.

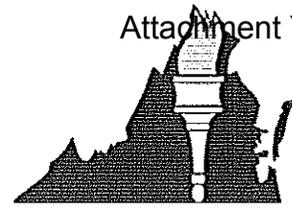
In 2015-16 teachers received additional training on addressing appropriate cognitive level in lessons using the table of specifications. Extended blocks were created for English and math classes to allow for more remediation. A reading coach was employed by the division to support the school in analyzing data and modeling lessons for staff. Spiral reviews were also created for reading. Staff development focused on developing formative assessments and making quick corrections. Additionally, TTAC provided training on differentiation strategies, student engagement, as well as resources to address student needs uncovered by formative assessments. Lead teachers conducted workshops for the focus areas. A behavioral plan for students was created to encourage better effort in grades, test scores, and behavior.

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
English Instructional Program: Extended blocks were created to address instructional needs for struggling students	Provide additional training to the staff on differentiation and flexible grouping to make better use of the extended time.	Improved performance of tiers leading to an overall improvement of 6%.

VIRGINIA DEPARTMENT OF EDUCATION

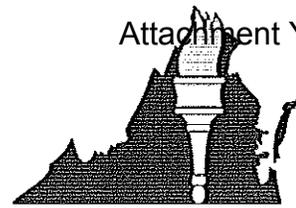


Office of School Improvement

Partially Accredited: Reconstituted School Application

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
English instruction was adjusted as the balanced literacy approach was implemented.	Additional staff development will be offered to ensure that staff have the skill necessary to reach full implementation	Student achievement will improve on more rigorous questions leading to an overall improvement of 6% [^]
Additional time was spent instructing students in the writing process and providing feedback.	Make use of interactive notebooks where students practice writing and analyze content in multiple disciplines.	Improve students' ability to self-analyze and thereby increase the overall performance in writing by 10%.
Staffing: ESL services were limited due to the unavailability of qualified teachers.	An additional position has been added to increase assistance	Improved services will lead to increased performance of 10%.
More experienced teachers were clustered in one grade level in English	An experienced, successful teacher was moved to a different grade to act as a mentor.	Improved collaboration will lead to an increase of 10% in writing.
Math: Instruction: Extended blocks were created to address instructional needs for struggling students in math.	Professional development will be offered to assist teachers in student engagement, differentiation, and writing across the curriculum	Improved performance of tiered students will lead to an overall improvement of 7%.
Math instruction was largely teacher centered with limited opportunities for student to explore concepts and solidify understanding	Interactive notebooks will be utilized in improve students' ability to organize information and think critically.	Improved problem solving strategies will lead to an increase of 7%
Staffing: ESL services were limited due to the unavailability of qualified teachers.	An additional position has been added to increase assistance	Improved services will lead to increased performance of 15% in Math.

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Office of School Improvement

Partially Accredited: Reconstituted School Application

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Parents will have access to the parent portal for our student information system, benchmarking tool, and other educational software (fall 2016)	Increase the level of support by monitoring progress from home (improve grades leading to 5% growth in all content areas)
Parental involvement events are scheduled monthly –PTA, Back to School Nights, 21 st Cen. Workshops, parent teacher conferences.	Increase awareness and support for student progress.
Positive Behavior Programs used all have a parent component—Call Me Mister, Glow UP, 21 st Century, Awards, Concerts, and Performances (fall 2016)	Provide parents with the information and opportunity to support students in positive choices leading to school success (5% gain across subject areas is expected)

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	72	78	80	82
Math	68	75	78	81
Science				
History				

Nottoway Middle School has improved student performance on English assessments (ranging from 60% in 2013-14 to 72 for 2016-17. Math performance also improved from 55% in 2014-15 to 68% in 2016-17. The school continues to meet accreditation in science and history. The students' performance also continues to improve each year in those areas.

Nottoway Middle School should be awarded a rating of Partially Accredited: Reconstituted School based on the improvement shown in pass rates for each of the four content areas. Their commitment to school improvement is evident in their utilization of data to drive instruction and the willingness of teachers to modify existing practices to help students be successful. Awarding the Partially Accredited: Reconstituted School rating will allow Nottoway Middle School to continue on their path toward full accreditation.

**Virginia Department of Education
State/Federal Accountability Data
Nottoway Middle
Grades: 07 - 08
Nottoway County**

Attachment Y1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 87%	Gr 6-8: 86%	*78%	60%	64%	71%
Mathematics	81%	*75%	56%	55%	59%	69%
History and Social Sciences	*Gr 4-8: 78%	Gr 4-8: 78%	75%	76%	74%	77%
Science	Gr 5-8: 90%	Gr 5-8: 93%	*84%	77%	77%	82%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	87%	85%	*63%	59%	64%	71%
English: Writing	85%	85%	53%	55%	54%	65%
History and Social Sciences	*78%	78%	75%	76%	74%	77%
Mathematics	79%	*50%	49%	48%	55%	63%
Science	90%	93%	*69%	69%	77%	81%

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



VIRGINIA DEPARTMENT OF EDUCATION
Office of School Improvement
Partially Accredited: Reconstituted School Application

Division: Petersburg City Public Schools

School: J.E.B. Stuart Elementary

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Petersburg City School Board that J.E.B. Stuart Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Kenneth Pritchett _____ Typed School Board Chair Name

Kenneth Pritchett _____ School Board Chair Signature

7/20/16 _____ Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage	
Petersburg City Public Schools		100%	
School		Title I Model	
J.E.B. Stuart Elementary		Schoolwide Program	
Grade Level	Enrollment	English Language Learners	Special Education
K	82	6	5
1	92	7	3
2	90	6	7
3	93	10	4
4	97	2	15
5	64	1	14
Total	518	32 (6%)	48 (9%)

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	59	54	63	61
Mathematics	59	63	59	64
Science	69	52	65	71
History	82	83	91	92

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English-3	48	47	52	49
English-4	49	54	69	63
English-5	74	56	68	58
Writing-5	67	51	N/A	N/A
Math-3	36	45	38	45
Math-4	68	69	77	73
Math-5	64	52	64	61
History-3	78	85	N/A	N/A
VA Studies	89	86	91	92
Science-3	69	67	N/A	N/A
Science-5	73	43	65	71

Staff Information

During the 2015-2016 school year, there was a change in building level leadership. The principal resigned in late August and the sitting assistant principal was appointed as the new principal at that time. Also in late August, a third grade classroom teacher was appointed as the interim assistant principal for the duration of the 2015-2016 school year. The principal spent the latter part of the month of August attempting to recruit and hire staff for the building. At the start of the school year, there were several vacancies remaining including the following: Title I Reading Specialist, Title I Math Specialist, and teachers at kindergarten, second grade, third grade, library and art. Of these vacancies, the kindergarten, second grade, third grade, and library position were filled by long-term substitutes and remained unfilled and staffed by long-term substitutes the remainder of the school year. In addition, a fifth grade teacher was replaced with a long term substitute in March to complete the school year.

With the exception of the positions listed above, there were 11 new teachers in grades K-5 (six of those were in grades 3-5). The Title I Reading and Math Specialists were budgeted for the 2015-2016 school year, but they remained unfilled for the entire school year. Therefore, two reading tutors and one math tutor from Public Consulting Group (PCG) were hired to support Tier 2 and Tier 3 students in grades K-5 beginning the third nine weeks of school. Prior to this, day tutors (retired Petersburg teachers) provided limited support to Tier 2 and Tier 3 students in grades 3-5. While the division had PALS Tutors allocated to other elementary schools, none were assigned to J.E.B. Stuart Elementary for the 2015-2016 school year.

For the 2016-2017 school year, there will be seven new classroom teachers, one new special education teacher, three new resource teachers, and two Title I specialist positions. Elementary classroom teacher vacancy positions were posted to the Petersburg website on July 11, 2016. The interviews for the Title I Reading and Math Specialist positions have been completed and offers are pending at this time. The number of PALS Tutors allocated to J.E.B. Stuart has yet to be determined by the division, however, the school will receive support this year. A current Petersburg assistant principal has been reassigned to the school.

Grade Level/ Content	Number of Teachers	New to School for 2016-2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	4	1	1	0	3	0
1	5	1	2	1	2	0
2	3	2	2	0	0	1
3	4	1	0	0	2	2
4	4	0	1	0	2	1
5	3	2	0	0	0	3
Special Education	4	1	1	0	1	2
Title I Instructional Specialist	1	0	0	0	0	1
Title I Reading Specialist	0	1	0	1	0	0
Title I Math Specialist	0	1	0	0	1	0
ESL Teacher	1 (.2 FTE)	0	0	0	1	0
Resource	3	3	1	1	0	1
Total	32	13	8	2	11	11

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	1	6%	
Number and percent of Exemplary teachers returning in 2016-2017	1	6%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	11	61%	
Number and percent of Proficient teachers returning in 2016-2017	8	44%	
Number and percent of Proficient teachers leaving in 2016-2017	1	6%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	4	22%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	4	22%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	2	11%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	2	11%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	29	91%	
Number and percent of provisionally licensed teachers in 2016-2017	3	9%	
Number and percent of new teachers to the school in 2016-2017	13	41%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	6	19%	Art Physical Ed. Kindergarten 2 nd Grade 3rd Grade 5th Grade
Principal Information/Instructional Background			
Degree area (s)	Administration/Supervision PreK-12 & Middle Education 4-8		
Total years of educational experience	19		
Total years as an Assistant Principal	3		
Total years as a Principal	1		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained An Educational Position Outside the Division			1		
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay			1		
Personal Reasons (family, health, education)					
Left During the School Year	1				
Retired from Profession					
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					2
Dismissed/Non-Renewed					2
Other Reasons Not Identified Above (RIF)			2		

*non-duplicate

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
GOVERNANCE	GOVERNANCE	GOVERNANCE
<p>The principal and the assistant principal reviewed electronic lesson plans weekly and provided written comments and feedback with explicit next steps. Teachers demonstrated minimal understanding of the components of an effective lesson plan and were required to make corrections and resubmit for final approval.</p>	<p>In conjunction with division leadership, the administrative team will provide professional development during pre-service week in August on how to unpack the standards and write lesson objectives with clear behaviors, conditions, and criteria during preservice week.</p> <p>Follow up training on developing strong lesson plans will be conducted throughout the school year in both PLC and faculty meetings and will include a focus on specific components of the lesson plan. Specific feedback with explicit next steps will be provided weekly during lesson plan review.</p>	<p>The additional professional development and clear expectations will build understanding and capacity for the entire instructional staff to develop lesson plans aligned to the standards in content and cognitive level as evidenced by on-going professional development and analysis of written explicit feedback with explicit next steps on lesson plans.</p>
<p>The administrative team’s focus for walkthroughs and formal observations was student friendly learning objectives with behaviors, conditions, and criteria and checking for student understanding formative assessments.</p>	<p>The Title I Instructional Specialist has an administrative endorsement and will join the administrative team in conducting weekly lesson observations. Teachers will be given immediate feedback with explicit next steps on the quality of the implementation of the written lesson plan as well as the alignment of the taught lesson to the standards.</p> <p>At the division level, a support team from central office along with the administrative team will conduct quarterly walkthroughs to assist the building leaders in defining “next steps.”</p> <p>The teachers will be provided with professional development on the creation of formative assessments aligned to the standards in content facilitated by the administrative team.</p>	<p>The administrative team’s ability to monitor reading and math instruction and evaluate teachers’ instructional delivery will improve instruction and increase student achievement as evidenced by feedback and next steps on observation forms.</p>

	<p>The Title I Instructional Specialist will meet with the grade level teams to review weekly and quarterly assessment data and coach teachers on how to use this data to select effective pedagogies to reach all student learners. After reviewing student outcome data, the Instructional Specialist will collaborate with the Reading and Math Specialists to provide additional research-based intervention strategies for struggling learners.</p>	
<p>The new building principal utilized the existing master schedule to start the school year. The existing schedule did not stagger instructional blocks to maximize use of intervention providers. In addition, the schedule did not specify the components of the literacy and math frameworks. Adjustments were made during second semester to begin to address these concerns.</p>	<p>The master schedule will be redesigned to encompass all of the components of the balanced literacy model and a framework for math. The new master schedule will include staggered instructional blocks so that intervention support can be maximized.</p>	<p>The new master schedule will provide enhanced structure for instructional blocks in each content area and create a schedule that allows the school to maximize the services provided by all intervention specialists ensuring that the students needing Tier 2 and 3 intervention are serviced. The increased service will result in increased student achievement. Observations will document the fidelity of implementation of the new master schedule.</p>
STAFF: READING	STAFF: READING	STAFF: READING
<p>J.E.B. Stuart Elementary received two reading coaches from an outside agency during the 3rd nine weeks. The coaches pushed-in K-5 classrooms during guided reading stations to remediate reading skills for 30 minute sessions.</p>	<p>J.E.B. Stuart Elementary School is actively seeking to hire a Title I Reading Specialist for the 2016-2017 school year who has specialized training to address reading difficulties and to coach classroom teachers in language arts, writing, and content area reading. In addition the person would oversee the planning and lesson implementation of PALS tutors. The reading specialist will also provide interventions for Tier 2 and Tier 3 students.</p>	<p>The additional strategic support in reading will increase job embedded professional development for teachers, oversight for intervention providers and strategic interventions for students. These improvements will lead J.E.B. Stuart to full accreditation by 2018-2019.</p>
<p>Last year J.E.B. Stuart did not receive support from a PALS tutor.</p>	<p>The Division has reallocated PALS tutor support to J.E.B. Stuart to focus in on early literacy intervention with students not meeting the benchmark for PALS</p>	<p>Through the support of a PALS tutor, we will see an increased level of student proficiency in Spring PALS data.</p>

STAFF: MATH	STAFF: MATH	STAFF: MATH
<p>J.E.B. Stuart Elementary received a math coach from an outside agency during the 3rd nine weeks last year to provide support in math instruction daily for 30 minutes in grades K-5.</p>	<p>J.E.B. Stuart Elementary School is actively seeking to hire a Title I Math Specialist for the 2016-2017 school year who has specialized training to address student math deficits and who can coach classroom teachers in lesson design and implementation of the instructional model. The math specialist will oversee the planning and lesson implementation of interventionists and tutors. The math specialist will also provide interventions for Tier 2 and Tier 3 students.</p>	<p>The additional strategic support in math will increase job embedded professional development for teachers, oversight for intervention providers and strategic interventions for students. These improvements will lead J.E.B. Stuart to full accreditation by 2018-2019.</p>
STAFF: DIVISION	STAFF: DIVISION	STAFF: DIVISION
<p>Last year the division did not have staff allocated to serve as the primary liaison to curriculum and instruction or to student support services. Instead, there were two positions allocated to professional development.</p>	<p>The Division has implemented a reorganization to include the possibility of the following key positions as recommended funding becomes available:</p> <ul style="list-style-type: none"> ● New position of Curriculum Specialist for Reading/Social Studies ● New position of Curriculum Specialist for Math/Science 	<p>Through the following positions, the division will have a much more intensive focus in the following areas:</p> <ul style="list-style-type: none"> ● Coaching teachers, principals, and division level staff on alignment of the written, taught, and tested curriculum through a series of Professional Development and action steps for monitoring implementation ● Participating in instructional walks to monitor the written, taught, and tested curriculum with the school's leadership team ● Intense focus on hiring and recruiting all personnel needed to fill critical positions for student intervention

INSTRUCTIONAL PROGRAM: READING	INSTRUCTIONAL PROGRAM: READING	INSTRUCTIONAL PROGRAM: READING
<p>J.E.B. Stuart Elementary School utilized the Balanced Literacy Model to guide reading instruction. Additionally, multiple assessment tools were used to gather baseline data. Student reading performance was not accurately reflected using these tools. By the end of the 2015-2016 school year, there were 137 out of 518 (26%) students reading on grade level as measured by the end of year diagnostic assessment.</p>	<p>Teachers will be provided a copy of the guided reading textbook in order to complete a book study on the five components of the balanced literacy model. Each quarter, one component of the literacy framework will be chosen to examine. Teachers will be required to read the chapters of the selected portion of the book. We will meet monthly as a team during PLCs and through modeling and coaching, teachers will have a better understanding of how to incorporate that portion of the literacy framework in their daily instruction. The book study will be led each month by the administrative team and the reading specialist.</p>	<p>The balanced literacy model will strengthen the teachers understanding of the reading/LA curriculum and increase students' independent reading levels with a result of a greater number of students reading on grade level as measured by teacher observations, student assessment data, and diagnostic reports.</p> <p>During walk-throughs the administrative team will offer feedback with explicit next steps to teachers each month to specifically target the area from the book study. In addition, administrators will offer direct feedback with explicit next steps regarding the alignment of the literacy centers to the standards.</p>
<p>J.E.B. Stuart Elementary teachers implemented guided reading groups with limited understanding of how to create and operate a functioning guided reading group and select the appropriate aligned activities in literacy work stations for independent work.</p>	<p>Teachers will be provided a copy of the guided reading textbook in order to complete a book study on the five components of the balanced literacy model. Each quarter, one component of the literacy framework will be chosen to examine. Teachers will be required to read the chapters of the selected portion of the book. We will meet as a team during PLCs and through modeling and coaching by the reading specialist, teachers will have a better understanding of how to incorporate that portion of the literacy framework in their daily instruction. The book study will be led each month by the administrative team and the Title I Reading Specialist.</p> <p>The administrative team and the reading specialist will establish clear expectations for each component and will consistently monitor the delivery of each component of the literacy framework during the literacy block.</p> <p>Teachers will attend professional development regarding the alignment of shared reading, guided reading,</p>	<p>With improved implementation of each component of the balanced literacy framework, student reading progress will improve and lead to full accreditation by 2018-2019.</p> <p>During walk-throughs, the administrative team will offer feedback and explicit next steps to teachers each month to target the area from the book study. In addition, administrators will offer direct feedback with explicit next steps regarding the alignment of the literacy centers to the standards.</p>

	<p>independent reading, and independent literacy centers to the standards. After professional development sessions, teachers will immediately begin to implement the recommendations from the professional development sessions. The instructional specialist and reading specialist will offer teacher support and feedback with explicit next steps during walkthroughs and planning sessions.</p>	
<p>A leveled reading bookroom was established in 2014-2015. Student reading levels were not accurately determined which led to teachers selecting inappropriate leveled texts for guided reading.</p>	<p>The reading book room will be reorganized and all books will be appropriately leveled no later than September 1, 2016, so that all teachers can accurately select the right leveled readers.</p> <p>Teachers will consistently utilize a comprehensive reading assessment tool to gather student performance information. The leveled reader bookroom will be used weekly by teachers for the selection of guided reading texts appropriate for students' cognitive and ability levels.</p>	<p>Accurate reading performance information will allow analysis by grade level and help teachers target the focus for instruction. The result will lead to an increase in the number of students reading on grade level.</p>
INSTRUCTIONAL PROGRAM MATH	INSTRUCTIONAL PROGRAM: MATH	INSTRUCTIONAL PROGRAM: MATH
<p>J.E.B. Stuart Elementary School's teachers use a myriad of resources to plan and teach the math standards in grades K-5. However, there is no formal instructional model for planning effective math instruction.</p>	<p>Teachers will utilize the VDOE's curriculum framework for planning math instruction. Additionally, teachers are expected to unpack the math standards and write clear, student friendly learning objectives on weekly lesson plans and post inside the classroom for students to be accountable for their learning.</p> <p>Teachers will follow a structured math learning block with clear expectations on the written and taught curriculum with learning objectives linked to the big ideas to include: behaviors, conditions, and criteria for student success as evidenced by written feedback with explicit next steps on lesson plans and teacher observations. Students will begin each lesson with a daily review of previously taught skills through calendar math for grades K-2, or problem of the day and</p>	<p>Students will demonstrate knowledge of fundamental mathematical skills to include mathematical reasoning, problem solving and be able to connect prior knowledge to new concepts through formative and summative assessments.</p> <p>The implementation of this structured math framework in conjunction with consistent use of the VDOE math curriculum framework will improve the quality of math instruction in K-5 to lead to full accreditation by 2098.</p> <p>The Math Specialist will strengthen the teachers' understanding of the math curriculum and help teachers develop effective math practices that will promote incremental student growth on the math SOL leading to full accreditation by the SY 2018- 2019.</p>

mad minutes for students in grades 3-5. Teachers will explain new concepts in sequential steps with the use of manipulatives, pictorial representations, etc. while checking for understanding through formative assessments. Additionally, students will work in independent work stations to build conceptual knowledge and provide opportunities for the teacher to work with individual groups for remediation. Then, teachers will provide students a time to self-reflect on the new concepts and apply new skills through journaling and/or class discussions.

Professional development will be provided to teachers regarding the lesson plan expectations by the administrative team. The math lesson plans will be evaluated by administrative team to monitor the written, taught and tested curriculum and provide explicit next steps regarding lesson planning and the alignment of the curriculum through feedback with explicit next steps indicated on lesson plans and/or observations.

The Math Specialist will collaborate with teachers and the administration during weekly PLC meetings to design an approach on how to best address how students learn mathematics and create a vision for our school's math program.

<p align="center">Activity Implementation Timeline and Description</p>	<p align="center">Anticipated Impact on Student Achievement in Warned Area(s)</p>
<p>Reading: Parent Resource Center Established</p> <ul style="list-style-type: none"> ● October – Parent Resource Center Kick-off: Parents are invited to check out reading books, flashcards, vocabulary games and other materials to practice reading skills at home with their child. (K-5) ● November - Family Reading Night – Families are engaged in reading games and practice activities. They are given take home activities to practice. (K-5) ● March – SOL Review Night with “Nutzy”– Families are given a packet of reading passages and test-taking strategies to assist their child at home. Then, they select a book to read aloud to their child. Students are challenged with a reading incentive and given bookmarks and reading logs to monitor their progress. At the end, all students are given an age appropriate Dr. Seuss book to take home. (3-5) 	<p>Parents will leave all events with grade level appropriate take home activities (sight word cards, reading comprehension question starters, “rix-up” strategies bookmark,etc.) as a tool to increase reading comprehension, fluency, and vocabulary skills with a 7 to 10 point gain in SOL scores leading to full accreditation in three years.</p>
<p>Math: Problem-solving and basic facts</p> <ul style="list-style-type: none"> ● October – Parent Resource Center Kick-off Parents are invited to check out math manipulative kits, word problem flash cards and other materials to practice basic math skills at home with their child. (K-5) ● November – “Acing Math One Deck At A Time” Math card games to practice basic facts (addition, subtraction, multiplication and division) ● April – Family SOL Review Night: games, hands-on activities, and take-aways 	<p>Parents will leave the event with grade level appropriate take home activities (math fluency games, problem solving strategies,,etc.) as a tool to improve basic math skills leading to gains in SOL scores by 4 to 10 points ultimately reaching accreditation in three years.</p>
<p>Communities in Schools - J.E.B. Stuart Elementary will receive support from the Communities in Schools Coordinator.</p>	<p>Through the Communities in Schools Partnership Grant students will receive reading and math academic support as well as enrichment experiences to support the development of the whole child while also working towards the goal of increased SOL performance of 7 to 10 points in reading and math.</p>

Closing Rationale with Trajectory of Progress

J.E.B. Stuart Elementary School is nestled in the Greenwood Farms neighborhood in which the student population is comprised of approximately 93% African-American, 6% ESL and 1% caucasian. One hundred percent of the student population receives free lunch. J.E.B. Stuart Elementary School was fully accredited in 2012-2013, and since that time, the school has received the rating of Accredited with Warning. Based on the SOL data presented in the application, J.E.B. Stuart Elementary School has had gains in academic performance over the last 4 years. Scores in reading have increased from a 2013 pass rate of 59% to a current preliminary pass rate of 61%. Scores in math have increased from a 2013 pass rate of 59% to a current preliminary pass rate of 64%. In addition, science and social studies scores now meet the state pass rate for accreditation. While growth is evident, gains in reading and math have not resulted in meeting the accreditation target in these two content areas.

Over the past three years, there have been three principals at J.E.B. Stuart Elementary. A new principal was appointed just before the start of the 2015-2016 school year. The school year also posed many challenges to the new leadership team to include the following:

- Late hire of new leadership team
- Weak school climate
- 10 teachers to hire in late August
- Low parental involvement
- No PALS tutors
- Unfilled Title I specialist positions for reading and math
- Master schedule that posed challenges to support providers

Although these factors have had some impact on the spring 2016 outcomes, the principal and the administrative team are developing an action plan to combat these challenges during the 2016-2017 school year. As the planning process for this new year is underway, many of the staffing challenges have already been eliminated and progression towards starting the school year fully staffed is foreseeable. First in the process, is the redevelopment of the master schedule to maximize instructional time and the intervention opportunities for all service providers. With increased intervention, student achievement will increase and the number of students reading on grade level will also increase.

The 2015-2016 end of year data showed 74% of students reading below grade level. With the scaffolded approach to literacy professional development, the book study, and increased coaching by specialists, teachers' capacity to approach reading instruction using the balanced literacy model will enhance the daily core instruction. Teachers will learn to align shared reading, guided reading, and independent reading to the standards. Teachers will learn to identify the appropriate reading level per child, use an assessment tool to collect data, and select the best text for guided reading groups. In addition, teachers will learn to use literacy data to drive instruction and intervention. The administration will monitor the implementation of the literacy framework through fidelity checks, quarterly benchmarks, and monthly SIP meetings. After weekly common assessments and nine weeks benchmark, targeted students who are not achieving at the expected performance levels will receive additional instruction during day due to the addition of a reading specialist, math specialist, and PALs tutors assisting us as we make incremental gains towards full accreditation. As we enhance the daily core instruction, there will be an increase in the number of students scoring proficient on their reading SOL and a decrease in the number of students requiring tiered intervention.

As teachers use the VDOE curriculum framework in math, we can begin to further ensure that the written and taught curriculum is aligned, and that they have a better understanding of the curriculum. In addition, as they are coached by the instructional specialists during the delivery of the content, their knowledge will also increase. Teachers will begin to follow an instructional model with common language and components for effective math teaching. This common language will create opportunities to enhance PLC conversations during data analysis. We will enhance the daily core instruction in math by strengthening basic math fluency and problem-solving skills through modeling, cooperative learning groups, and other hands-on activities. Remediation, from the newly hired math specialists, during and after school will be provided to those students scoring below the benchmarks as evidenced by formative assessments and nine week assessments. As measured on the 2018-2019 math SOL results, students will improve their skills by making incremental gains to have more students reach proficiency and lead the school to make full accreditation.

With the professional development focus in the area of alignment and through increased walkthroughs and coaching, teachers will begin to further create lesson plans that target student needs as related to the standards. As teachers continue to unpack each lesson plan component, their understanding of the curriculum will deepen and their ability to engage students in the content will increase. All lesson plans are checked by the Lesson Plan Evaluation Tool with objectives correlated to the current state standards and frameworks. As teachers learn to create formative assessments that align to the instruction, they will be able to better use the data to plan and differentiate instruction to meet the individual needs of the students. Progress is monitored using student work samples, data reports, and unit tests. Assessment results are used in weekly data meetings to review and discuss student performance to plan the next instructional steps.

Through increased opportunities to expose parents to reading and math practices at school, parents will be more accountable in the education of their child. Parent participation in school sponsored events has been low in the past, however, with the partnership created by the Communities in Schools grant, J.E.B. Stuart Elementary anticipates active parent involvement. Communities in Schools will provide additional educational resources to promote academic success of the students at Stuart. During the organization of family night, parents and members of the school community are invited to participate. They are guided through a series of activities and/or skills to practice with their child. Then, at the close of the event, parents are given takeaways to practice with their child at home. The materials received are aligned in both content and cognition to the state standards. Independent practice time for students is increased, and a connection from school to home is created. Parents learn from these experiences on how to best support their child. Therefore, leading to an increase in the number of stakeholders participating in reading and math events as evidenced by sign in sheets for every student engagement event and ultimately an increase reading and math scores.

As J.E.B. Stuart Elementary enters the 2016-2017 school year, we are reminded of the challenges we faced last school year, but excited for what the new year will bring us. From the guided support of the division level administrators and the expertise provided by the school level staff, we have created a reconstitution plan with concrete strategies and practices that will move us in the direction of making full accreditation by the spring of 2018-2019. J.E.B. Stuart Elementary is committed to quality core instruction, increased early interventions, teacher coaching, professional development and a system of accountability to better meet individual student needs. This request for reconstitution will afford the additional time needed to complete the journey to

achieve full accreditation status. It is with full commitment that J.E.B. Stuart Elementary and the Petersburg City Public Schools request Reconstitution status for the 2016-17 school year, in order to achieve full accreditation status by 2018-19.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	61	70	75	>75
Math	64	73	>73	>73

**Virginia Department of Education
State/Federal Accountability Data
J.E.B. Stuart Elementary
Grades: KG - 05
Petersburg City**

Attachment Z1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 76%	Gr 3-5: 76%	*59%	54%	63%	61%
Mathematics	83%	*75%	59%	63%	59%	65%
History and Social Sciences	*Gr 3: 75% *Gr 4-8: 92%	Gr 3: 85% Gr 4-8: 94%	82%	83%	91%	92%
Science	Gr 3: 80% Gr 5-8: 76%	Gr 3: 79% Gr 5-8: 82%	*76%	52%	65%	71%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Made AYP	Title I - School Wide Program
2012-2013	2011-2012	Title I Priority School	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	78%	81%	*56%	53%	61%	57%
English: Writing	68%	63%	67%	51%	N/A	N/A
History and Social Sciences	*86%	92%	83%	85%	91%	92%
Mathematics	84%	*61%	56%	60%	53%	62%
Science	80%	83%	*71%	54%	67%	73%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement Partially Accredited: Reconstituted School Application

Division: Petersburg City Public Schools

School: Robert E. Lee Elementary

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Petersburg City Public School Board that Robert E. Lee School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Kenneth Pritchett Typed School Board Chair Name
Kenneth Pritchett School Board Chair Signature
7/20/16 Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage	
Petersburg City Public Schools		100%	
School		Title I Model	
Robert E. Lee Elementary		Schoolwide Model	
Grade Level	Enrollment	English Language Learners	Special Education
K	97	13	7
1	95	11	11
2	82	11	10
3	91	9	9
4	60	6	9
5	55	6	6
Total	480	56 (12%)	52 (11%)

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	46	45	50	56
Mathematics	55	57	57	60
Science	72	55	29	67
History	84	73	82	93

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English 3	65	63	70	57
English 4	27	42	34	60
English 5	44	40	43	42
Math 3	71	67	67	71
Math 4	44	63	53	62
Math 5	48	43	51	33
Va. Studies	80	65	82	93
Science 3	88	72	n/a	n/a
Science 5	57	39	29	67

Staff Information

During the 2015-2016 school year, there was a change in building level leadership for Robert E. Lee. In mid July 2015, the school received a new principal who was reassigned from Westview Early Childhood Education Center where she had served as principal/director of Early Childhood Education for four years. Prior to that assignment, the new leader had previously served as principal for five years at a school in which she was able to coach to full accreditation in three years. The assistant principal, an eleven month employee, was also new to Robert E. Lee having only served in her role for one year.

Prior to the start of the 2015-2016 school year, there were 4 teacher vacancies. The vacancies were in Kindergarten, fourth grade, fifth grade and special education. Prior to opening of school, only three of the four vacancies were filled. The Kindergarten vacancy was filled by several substitutes and a long term substitute was secured in October 2015 and remained for the duration of the school year.

In addition to the 2015-2016 vacancies, Robert E. Lee experienced a high turnover of staff. In 2013-2014, there was a turnover of 16 teachers. In 2014-2015, there was a turnover of 10 teachers. For the 2016-2017 school year we have been able to reduce the transiency rate and currently there are only five vacancies: Kindergarten, first grade, second grade, fourth grade, and special education. Two of these vacancies are likely to be filled with returning staff that have now received full certification, as they were under provisional license during the previous school year.

As related to staffing, essential intervention was not allocated in the Title 1 budget by the previous leader. One instructional specialist was budgeted for the school. There was not a reading or math specialist allocated in the school's budget.

Grade Level/ Content	Number of Teachers	New to School for 2016-2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	5	1	1	1	1	2
1	4	1	1	3		
2	4	1	1		1	2
3	4				2	2
4	3	1	2			1
5	3		2	1		
Special Education	4	1	2	2		
ESOL	1 (.3 FTE)		1			
Title I Instructional Specialist	1				1	
Total	29	5	10	7	5	7

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	5	15%	
Number and percent of Exemplary teachers returning in 2016-2017	5	15%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	21	64%	
Number and percent of Proficient teachers returning in 2016-2017	19	55%	
Number and percent of Proficient teachers leaving in 2016-2017	2	9%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	5	16%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	5	16%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	24	73%	
Number and percent of provisionally licensed teachers in 2016-2017	9	27%	
Number and percent of new teachers to the school in 2016-2017	3	9%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	4	13%	Kindergarten Grade 2 Grade 4 Special Education
Principal Information/Instructional Background			
Degree area (s)	BA-History and Social Studies Ed., M. Ed.-Social Studies Education, M. Ed. Administration and Supervision Prek - 12		
Total years of educational experience	37		
Total years as an Assistant Principal	5		
Total years as a Principal	11		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

*non-duplicate

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained An Educational Position Outside the Division			1		
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)			1		
Left During the School Year	1				
Retired from Profession					
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

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

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
GOVERNANCE	GOVERNANCE	GOVERNANCE
<p>The administrative team, which consists of the principal and assistant principal, was responsible for observations and evaluations. The sufficient and routine number of classroom observations, both formally and informally, has been inconsistent.</p>	<p>The principal and assistant principal will develop a weekly observation calendar beginning in September 2016 to ensure that each administrator conducts 2 to 3 FULL formal observations per week, to include a pre-conference, observation, and post-conference.</p> <p>In addition, the administrative team will create an electronic document to show that on a weekly basis, each administrative leader has been in every classroom a minimum of 3 times per week, to include the instructional specialist.</p> <p>The principal and assistant principal will begin in the month of September conducting walks with division level leaders to calibrate with one another regarding evidence based feedback and aligned expectations. In addition, the administrative team will develop feedback forms in all warned content areas no later than September 15 to be used during instructional walks. The feedback forms will be shared with faculty so that there is a common set of expectations amongst all stakeholders.</p> <p>The school level administrative team will meet twice a month to review walk-through and observation data to determine the implementation needs for effective instruction to all students and to meet the needs of students needing tier 2 and tier 3 intervention.</p>	<p>The administrative team will increase the number of weekly informal walkthroughs and formal observations. Focused look-fors and observation feedback from the informal walkthroughs will be addressed within 1 day of the observation. A formal post conference to address the formal observation will be held within the same week.</p> <p>The team's ability to monitor the written, taught, and tested curriculum will increase and lead to improved instruction.</p>

	The division level team and the administrative team will conduct quarterly instructional walks in all warned areas to determine instructional needs for staff and monitor the observation log through Google docs.	
<p>INSTRUCTIONAL PROGRAM</p> <p>Teachers started the year with one teacher per grade level planning a content for the entire grade level lending that person to be the only expert on the day of delivery. Mid-year, teachers began to transition to a team approach with planning so that all teachers had the depth of knowledge through unpacking the standards. Teachers have not yet mastered this process and need further coaching.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Teachers will receive additional coaching from the administrative team to further enhance the lesson planning process to ensure alignment. Teachers will also continue to use the current lesson planning checklist for additional support. Coaching will include written feedback from administration and face-to-face feedback in weekly team meetings to include explicit next steps.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Accountability of aligned lessons will be the result of weekly lesson feedback on Fridays from the administrative team, the use of a planning checklist, and face-to face coaching on Thursdays. Continued improvement in effective lesson plans will increase student achievement.</p>
<p>INSTRUCTIONAL PROGRAM READING</p> <p>Currently Robert E. Lee follows the district's balanced literacy model, however, we are in the early stages of implementation and teachers struggled with implementing the Guided Reading program with fidelity. Monthly staff development sessions were provided on Guided Reading during the second semester.</p>	<p>INSTRUCTIONAL PROGRAM READING</p> <p>With the support of the instructional specialist and new reading specialist, teachers will receive professional development on a monthly basis during the 2016-2017 school year regarding the implementation of Balanced Literacy. Each round of professional development will occur on the 2nd Tuesday morning of the month. When teachers leave each round of professional development they will have a handout of next steps including written expectations for implementation as well as a walk-through sample check-list of what administrators will use for teacher feedback. By September 1, the administrative team will publish a professional development calendar of dates and focus areas of balanced literacy to be handed out to teachers at opening day.</p>	<p>INSTRUCTIONAL PROGRAM READING</p> <p>Multiple opportunities for literacy professional development and direct coaching and feedback will lead to improvement in the delivery of core instruction each day and increased student performance in reading.</p> <p>Based on teacher goals for the Accelerated Reader program, 75% of all students will achieve 150 points by May 2017. Teachers will monitor student progress and identify students who may need more targeted interventions through Accelerated Reader assessments.</p> <p>Self tracking will enable students to monitor their reading progress which will increase accountability. The measurable outcome will be a 10% increase in student growth which will be determined by teacher</p>

	<p>As teachers are trained each month, they will receive simultaneous coaching from the reading specialist and instructional specialist on the implementation of the monthly focus area. Teachers will also receive administrative feedback from informal walkthroughs using the “look-fors” checklist shared with teachers during the PD.</p> <p>In efforts to increase the amount of time students spend reading independently, a resource schedule will be developed to allow students more opportunities to access the school library and check out books. In addition, students will participate in the Accelerated Reader program as a tool to further motivate students to read as we pose a school-wide challenge of achieving 150 points per child. Students will track their reading progress using a student data chart created by the Reading and Instructional Specialists. Data will consist of weekly teacher made assessments and benchmarks.</p>	<p>review and analysis of student data charts at the end of each 9 weeks marking period.</p>
<p>INSTRUCTIONAL PROGRAM MATH</p> <p>Currently, math instruction is implemented by teachers daily with the use of the school division’s pacing guides and the Curriculum Framework. Teachers receive coaching in lesson planning and instructional delivery from the Title I Instructional Specialist. In addition, the Title I Instructional Specialist and two tutors work with students based on data. Teachers have a basic understanding of the lesson plan components, however,</p>	<p>INSTRUCTIONAL PROGRAM MATH</p> <p>Teachers will receive training from the new Title 1 math teacher on planning an effective math lesson with math instructional components. In addition, teachers will receive continued support and training from the administrative team on the written, taught, and tested curriculum and the use of the VDOE curriculum framework. Training will occur on the 3rd Tuesday of each month. When teachers leave each round of professional development they will have a handout of next steps including written</p>	<p>INSTRUCTIONAL PROGRAM MATH</p> <p>Additional training and support will increase the fidelity of implementation of math instruction from teachers in all grade levels which will show an increase in individual student levels of 1 year or more based on the Iready assessment data.</p> <p>The morning math initiative will ensure practice and increase math skills. All students will show an increase in math performance at the</p>

<p>they have minimal understanding of the components that make up effective math instruction. (number talks, fact fluency, mini-lessons, math problem solving)</p> <p>Iready was utilized last year by all grade levels, however, we did not maximize the potential of the program in math to include a deep level of usage for tiered intervention grouping and lessons. Most i-ready math usage was strictly driven by the student and lacked teacher/face-to-face intervention using the i-ready data. Often teacher aides ran i-ready sessions.</p>	<p>expectations for implementation as well as a walk-through sample check-list of what administrators will use for teacher feedback. By September 1, the administrative team will publish a professional development calendar of dates and focus areas of math to be handed out to teachers on opening day.</p> <p>Teachers in all grade levels will receive I-ready training regarding the use of data to drive tiered intervention. Teachers will learn to read the reports and understand how to generate intervention groups and lessons based on the data.</p> <p>Students will participate in a school-wide morning math initiative which will be implemented prior to instruction. Teachers will provide students with a problem of the day based on the student grade level. Students will track their math progress using a student data chart created by the Math and Instructional Specialists. Data will consist of weekly teacher made assessments and benchmarks.</p>	<p>end of every 9 weeks. Student growth will be determined through teacher and benchmark assessments.</p> <p>Self tracking of math data will enable students to monitor their progress which will increase accountability. The measurable outcome will be a 10% increase in student growth which will be monitored by teachers at the end of each 9 weeks marking period through teacher and benchmark assessments.</p>
<p>INSTRUCTIONAL PROGRAM SCIENCE</p> <p>Currently, science instruction is implemented by K-2 teachers on alternate days for 30 minutes and daily for 60 minutes by 3rd, 4th, and 5th grade teachers with the use of the school division’s pacing guides, the Curriculum Framework, All Around Us textbooks,(Five Ponds Press), Interactive Notebooks, and Interactive Achievement.</p>	<p>INSTRUCTIONAL PROGRAM SCIENCE</p> <p>Teachers will receive training from the Title I Instructional Specialist on planning an effective science lesson with science instruction components. The instructional component will consist of scientific investigation practice daily. In addition, teachers will receive continued support and training on the written, taught, and tested curriculum and the use of the VDOE curriculum framework. Training will occur on the 4th Tuesday of each month. When teachers leave</p>	<p>INSTRUCTIONAL PROGRAM SCIENCE</p> <p>Teacher training in science instruction will provide students with hands-on educational opportunities to improve performance in the strand of scientific investigation, reason and logic. Science scores will increase by five points.</p> <p>Students will show an increase in higher order thinking skills through the use of scientific investigation</p>

<p>The fourth grade science teacher received year long training in VISTA (Virginia Initiative for Science Teaching and Achievement) sponsored by George Mason University.</p> <p>The 5th grade science teacher received coaching 3 days a week from a consultant group from January to June 2016.</p>	<p>each round of professional development, they will have written instructions of next steps including expectations for implementation as well as a walk-through sample check-list of what administrators will use for teacher feedback. By Sept. 1, the administrative team will publish a professional development calendar of dates and focus areas of science to be handed out to teachers on opening day.</p> <p>All students K-5 will be engaged in daily science activities built around the standard of scientific investigations. Students will have a hands on approach on a daily basis through the scientific investigations process - hypothesis, independent, dependent variables, predicting, concluding, data collection, and experimenting.</p> <p>The grade 5 science teacher will attend VISTA (Virginia Initiative for Science Teaching and Achievement) training, a partnership with the division and George Mason University which supports science instruction in schools.</p> <p>K-5 students will attend instructional sessions at the Math and Science Innovation Center two times a year.</p> <p>The administrative team and Title I Instructional Specialist will provide on-going assistance to teachers with science instruction. Scheduled classroom observations will focus on providing assistance with curriculum alignment, rigor of instruction and higher order questioning.</p>	<p>procedures. Students will show their knowledge of scientific investigation skills through an increase in science scores on weekly assessments provided by teachers, benchmarks and Standards of Learning tests.</p> <p>The student experience with the Math and Science Center will enhance skills in scientific investigation. Students attending sessions at the Math and Science center will show an increase in science scores. Progress will be determined by teacher, benchmark, and Standards of Learning Tests.</p>
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<p style="text-align: center;">STAFF: READING</p> <p>Currently, there is no reading specialist on staff at Robert E. Lee school. The instructional specialist, Title I tutors and PALS tutors assist teachers with targeted reading instruction.</p>	<p style="text-align: center;">STAFF: READING</p> <p>A reading teacher will be staffed at Robert E. Lee to focus on daily intervention support for students and coaching for teachers on the balanced literacy model. These supports will ensure that the balanced literacy model is being implemented with fidelity .</p> <p>The Division has reallocated PALS tutor support to Lee to continue to focus in on early literacy intervention with students not meeting the benchmark for PALS.</p>	<p style="text-align: center;">STAFF: READING</p> <p>By providing additional teacher support, Robert E. Lee Elementary School will be better able to provide targeted assistance to students while strengthening core instruction which will lead to an increase in reading performance.</p> <p>Through the continued support of a PALS tutor, we will see an increased level of student proficiency in Spring PALS data.</p>
<p style="text-align: center;">STAFF: MATH</p> <p>Currently, there is no math specialist on staff at Robert E. Lee School. The math teachers receive support from the administrative staff, the Title I Instructional Specialist and the day tutors.</p>	<p style="text-align: center;">STAFF: MATH</p> <p>Robert E. Lee Elementary School will receive an additional Title I math specialist. The specialist will support the K-5 instructional program. These supports will ensure that the division instructional model is being implemented with fidelity. The math specialist will use available data to identify and support students who are in need of Tier 2 and 3 interventions. The math specialist will coach teachers on follow-through and implementation of weekly lesson plans.</p>	<p style="text-align: center;">STAFF: MATH</p> <p>By providing additional student and teacher support, the school will be better able to provide targeted assistance to students while strengthening core instruction. This will lead to the score gain of 10 to reach full accreditation by the end of the current school year.</p>
<p style="text-align: center;">STAFF: DIVISION</p> <p>Last year the division did not have staff allocated to serve as the primary liaison to curriculum and instruction or to student support services. Instead, there are two positions allocated.</p>	<p style="text-align: center;">STAFF: DIVISION</p> <p>The Division has implemented a reorganization to include the possibility of the following key positions as recommended funding becomes available:</p> <ul style="list-style-type: none"> ● New position of Curriculum Specialist for Reading/Social Studies ● New position of Curriculum Specialist for Math/Science 	<p style="text-align: center;">STAFF: DIVISION</p> <p>Through the following positions, the division will have a much more intensive focus in the following areas:</p> <ul style="list-style-type: none"> ● Coaching teachers, principals, and division level staff on alignment of the written, taught, and tested curriculum through a series of Professional Development and action

		<p>steps for monitoring implementation</p> <ul style="list-style-type: none">● Participating in instructional walks to monitor the written, taught, and tested curriculum with the school's leadership team● Intense focus on hiring and recruiting all personnel needed to fill critical positions for student intervention
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Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>September</p> <p>Family Literacy Night</p>	<p>Date: September 29, 2016 Time: 5:30pm</p> <p>Goal of event:</p> <ul style="list-style-type: none"> ● The goal of the Family Literacy Night in September is to introduce parents to the Guided Reading component of Balanced Literacy. ● Parents will attend the classroom of their children. Students will attend along with their parents. ● The teachers will implement a guided reading lesson with students and parents. ● Parents will leave with written guidelines of how to engage their children in a guided reading lesson at home. ● A representative from the public library will engage students and parents in reading activities. ● Parents will be given a list of books that can be purchased from the book fair and/or checked from the library to continue to engage their children in reading at home. Prior to the event, we will engage our community in search of student sponsorships to support purchasing of books for students. ● At the end of the event, each parent and student will have a library card from the Petersburg Public Library, a calendar of library events for children and the hours of operations of the library.
<p>October</p> <p>Moving In Math Night</p>	<p>Date: October 20, 2016 Time: 5:30 pm</p> <ul style="list-style-type: none"> ● The goal of the Moving In Math Night in October is to introduce the math instructional components to parents. ● Parents attend the classrooms of their children. Parents and students will participate in creating math kits that can be used to strengthen math skills at home. ● Teachers will guide parents and students through the process of creating the kits. ● Teachers and students will explain each activity in the math kits and how engaging in the activities will move or increase their math skills ● Each parent will leave with take a home math kit and written instructions of its use.

<p>February Reading Across Robert E. Lee Night</p>	<p>Date: February 23, 2017 Time: 5:30pm</p> <p>Goal of event:</p> <ul style="list-style-type: none"> ● The goal of the Read Across Robert E. Lee Night in February is to increase reading awareness with students, parents, and the community. ● Teachers and community stakeholders will attend the activity and participate in a literacy activity. Stakeholders will include Petersburg Public Library, Fort Lee, police department, fire department, City Council, VSU, Southside Regional Medical Center, etc. ● Teachers and participants will read books, read poetry, engage students and parents in writing and oral presentations, perform puppets shows, etc. ● At the end of the event, each student will leave with a book to add to their home library. Civic and community organizations will donate funding for this initiative. ● At the end of the event, each parent and student will have a library card from the Petersburg Public Library, calendar of events for children and the hours of operations of the library.
<p>April Science Fair Night</p>	<p>Date: April 11, 2017 Time: 5:30pm</p> <p>Goal of event:</p> <ul style="list-style-type: none"> ● The goal of the Science Fair Night in April is to share with students, parents, and the community student progress and knowledge of the science curriculum ● All student science fair projects will be on display and a schedule of presentations will be given to those in attendance ● Teachers will guide parents and visitors through student presentations as well as how the project aligns to the curriculum. ● Parents will view final outcome of the project activity. ● Each student will receive recognition for the project assignment at the fair.

Closing Rationale with Trajectory of Progress

Robert E. Lee Elementary School has been a school receiving accredited with warning status over the past several years, however, based on the SOL data presented in the application, the school has had gains in academic performance over the last 4 years. Scores in reading have increased from a 2013 pass rate of 46% to a current preliminary pass rate of 56%. Scores in math have increased from a 2013 pass rate of 55% to a current preliminary pass rate of 60%. Scores in science have increased from a 2015 pass rate of 27% to a current preliminary pass rate of 67%. In addition, social studies scores now meet the state pass rate for accreditation. While growth is evident, gains in science, reading and math have not resulted in meeting the accreditation target in these two content areas.

Over the past two years, there have been two different principals at Robert E. Lee Elementary as well as a new assistant principal. A new principal was appointed just before the start of the 2015-2016 school year. In addition to the leadership turnover and late appointment of the incoming principal, the school experienced some major staff setbacks from 2012-2014. During school year 2012-2013, there was a turnover of 16 teachers due to retirement, transfers, resignations and certification requirements. The following school year, 2013-2014 another staff setback was experienced with the loss of 10 staff at the end of the school year. The teachers hired as replacements were a series of teachers brand new to the education profession, career switchers, and new to the division.

Parental involvement is minimal at Robert E. Lee. Some responsibility of this situation is directly connected to the safety of the community. The school is located between two of the largest low income apartment complexes within the city where frequent crime is reported within those living areas. The school also has the highest number of ESL students within the division as well. The school has partnered with the Petersburg Police Department to monitor and be on site to provide safety during the evening parent engagement activities.

Along with the school's turnover, our division's central office staff have been experiencing major turnover in key positions for the past 12 years. With the addition of several new critical central office roles, increase division level support will be available and vital to our success.

As Robert E. Lee Elementary enters the 2016-2017 school year, there is a level of stability with the leadership team and an expansion of additional staffing for support. The team feels we have created a reconstitution plan with concrete strategies and practices that will move us in the direction of making full accreditation by the spring of 2017-2018. Robert E. Lee Elementary is committed to quality core instruction through a balanced literacy approach, a model of effective math instruction and a model of effective science instruction. In addition, increased teacher coaching, professional development and a system of accountability will support the skill development of each teacher. This request for reconstitution will afford the additional time needed to complete the journey to achieve full accreditation status. It is with full commitment that Robert E. Lee Elementary and the Petersburg City Public Schools request Reconstitution status for the 2016-17 school year, in order to achieve full accreditation status by 2018-19.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	56	66	76	81
Math	60	70	75	80
Science	67	77	81	87

**Virginia Department of Education
State/Federal Accountability Data
Robert E. Lee Elementary
Grades: KG - 05
Petersburg City**

Attachment Z1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 79%	Gr 3-5: 77%	*46%	45%	50%	56%
Mathematics	91%	*78%	55%	57%	57%	60%
History and Social Sciences	*Gr 3: 80% *Gr 4-8: 84%	Gr 3: 88% Gr 4-8: 73%	84%	73%	81%	93%
Science	Gr 3: 87% Gr 5-8: 81%	Gr 3: 83% Gr 5-8: 71%	*72%	55%	27%	67%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	78%	81%	*45%	49%	49%	56%
English: Writing	75%	68%	50%	31%	N/A	N/A
History and Social Sciences	*82%	82%	86%	75%	82%	93%
Mathematics	90%	*59%	54%	58%	57%	61%
Science	84%	78%	*73%	57%	29%	69%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement
Partially Accredited: Reconstituted School Application

Division: Portsmouth Public School

School: Brighton Elementary School

Schools that are rated Partially Accredited (formerly Accredited with Warning) for three consecutive years and may be assigned the rating of Accreditation Denied in the fourth year of warning will be eligible to apply for a rating of Partially Accredited: Reconstituted School from the Virginia Board of Education in lieu of a rating of Accreditation Denied.

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Portsmouth School Board that Brighton Elementary School be considered for a rating of Partially Accredited: Reconstituted School based on the details outlined in this application.

Mr. Claude C. Parent Typed School Board Chair Name

Claude C. Parent School Board Chair Signature

July 14, 2016 Date


 VIRGINIA DEPARTMENT OF EDUCATION

 Office of School Improvement
Partially Accredited: Reconstituted School Application
School Information/Demographics

Division:		Free/Reduced Lunch Eligible Percentage:	
Portsmouth Public Schools		79%	
School:		Title I Model	
Brighton Elementary		School-Wide	
Grade Level	Enrollment	English Language Learners	Special Education
K	71	0	4
1st	72	0	2
2nd	75	0	7
3rd	88	0	14
4th	64	0	11
5th	79	0	11
6th	58	0	7
Total	507	0	56


 VIRGINIA DEPARTMENT OF EDUCATION

 Office of School Improvement
Partially Accredited: Reconstituted School Application
Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments 1yr./3yr.	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	49/72	60/66	66	64
Mathematics	52/63	66	67	73
Science	50/70	57/60	71	57
History	74	69/76	68/71	69
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a


 VIRGINIA DEPARTMENT OF EDUCATION

 Office of School Improvement
Partially Accredited: Reconstituted School Application

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
3 rd Read	51	39	54	47
4 th Read	65	60	59	58
5 th Read	48	62	65	66
6 th Read	62	74	71	78
3 rd Math	23	36	55	58
4 th Math	75	74	57	76
5 th Math	37	69	84	71
6 th Math	58	62	67	81
5 th Science	54	60	71	57
VA Studies	73	82	67	69
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a


 VIRGINIA DEPARTMENT OF EDUCATION

 Office of School Improvement
Partially Accredited: Reconstituted School Application
Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	4	0	0	1	2	1
1	4	0	2	1	1	1
2	4	0	1	2	1	0
3	4	0	1	3	0	0
4	4	0	1	2	1	0
5	3	0	0	2	0	1
6	3	0	0	1	2	0
Special Education	4	0	1	1	2	0
Literacy Coach	3	0	0	0	3	0
Math Coach	1	0	0	0	0	1
Total	34	0	6	13	0	4


 VIRGINIA DEPARTMENT OF EDUCATION

 Office of School Improvement
Partially Accredited: Reconstituted School Application
Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0%	
Number and percent of Exemplary teachers returning in 2016-2017	0	0%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	34	87%	
Number and percent of Proficient teachers returning in 2016-2017	32	82%	
Number and percent of Proficient teachers leaving in 2016-2017	2	6%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	3	8%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	2	5%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	1	3%	
Number and percent of teachers scoring Unacceptable in 2015-2016	2	5%	
Number and percent of Unacceptable teachers returning in 2016-2017	1	3%	
Number and percent of Unacceptable teachers leaving in 2016-2017	1	3%	


 VIRGINIA DEPARTMENT OF EDUCATION

 Office of School Improvement
Partially Accredited: Reconstituted School Application

Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	34	87%	
Number and percent of provisionally licensed teachers in 2016-2017	2	5%	
Number and percent of new teachers to the school in 2016-2017	0	0%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0%	
Principal Information/Instructional Background			
Degree area (s)	New principal to be hired		
Total years of educational experience	New principal to be hired		
Total years as an Assistant Principal	New principal to be hired		
Total years as a Principal	New principal to be hired		


 VIRGINIA DEPARTMENT OF EDUCATION

 Office of School Improvement
Partially Accredited: Reconstituted School Application
Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/ Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained An Educational Position Outside the Division			1		1
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)			1		
Left During the School Year					
Retired from Profession					
Left Profession/Field					
Resigned in Lieu of Dismissal/Termination					1
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					



Office of School Improvement
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Reconstitution Information

During the 2015-2016 school year, Brighton Elementary improved the instructional program and school culture by implementing the following reform strategies:

- Curriculum and Instruction: Using the AARPE training on formative assessments, Brighton Elementary implemented the use of formative assessment strategies in grades 3-6. This included training and monitoring, as well as teachers actively using re-grouping strategies based on the formative assessment data.
- Professional Development: Sessions were provided, with an increased focus on gathering and using formative assessment data, as well as re-grouping strategies.
- Reading: iReady reading intervention program was introduced and used on a regular basis. Data from this intervention will continue to be used to help inform instruction for students this coming year. Reading Specialist focused efforts on the K-2 classrooms and these efforts resulted in a 25%-30% decrease in the number of students who were reading below grade level as measured by PALs assessments.
- School Culture: Positive Behavior Systems and Supports (PBIS) was introduced on a limited scale to develop, teach, and monitor student expectations. The principal and staff worked diligently to engage the community which resulted in active parent and community involvement.


 VIRGINIA DEPARTMENT OF EDUCATION

 Office of School Improvement
Partially Accredited: Reconstituted School Application

Brighton Elementary will expand upon these strategies and proposes the implementation of the following new practices:

Mark **all** applicable areas of reconstitution:

Governance

Instructional Program

Staff

Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>GOVERNANCE</p> <p>Brighton Elementary participated in monthly school improvement meetings and utilized the Indistar School Improvement tool.</p>	<p>GOVERNANCE</p> <p>Beginning in August 2016, Brighton Elementary will participate in monthly division governance meetings, utilizing a structured agenda, and data-driven school improvement plan indicating specific items to monitor and assess.</p>	<p>GOVERNANCE</p> <p>The overall school improvement process for Brighton Elementary will be strengthened and improved by:</p> <ul style="list-style-type: none"> • The use of data-informed monthly agenda items will increase the organization and structure of the governance team, while clearly defining goals and providing methods of specific monitoring. • The school improvement plan will be updated on a weekly or monthly basis as indicated by goals and next steps. • The consistent structure of monthly governance meetings will afford a common goal and direction to the school improvement efforts, including regular school updates from principals. • Implementing structured data dialogues during the governance team meetings. • Collaborative monitoring will occur twice a month with the School Improvement Project Manager and the principal.



Office of School Improvement
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<p>GOVERNANCE</p> <p>Brighton Elementary participated in monthly school improvement meetings.</p>	<p>GOVERNANCE</p> <p>Beginning in August 2016, Brighton Elementary will participate in a monthly walkthrough visit from the governance team to monitor the next steps identified in the previous meeting.</p>	<p>GOVERNANCE</p> <p>The overall school improvement process for Brighton Elementary will be strengthened and improved by:</p> <ul style="list-style-type: none"> • The consistent and focused monitoring of school improvement goals and next steps by the principal, assistant principal, and division staff. • The ongoing use of data from a variety of sources to reflect and revise goals and next steps. • Conducting collaborative walkthroughs with the principal and division level staff will enable immediate feedback discussions.
<p>GOVERNANCE</p> <p>School improvement oversight was conducted by a team of support staff from the Department of Curriculum and Instruction and the principal.</p>	<p>GOVERNANCE</p> <p>Each school will be assigned a division School Improvement Project Manager who will provide oversight and management of the school's improvement process.</p>	<p>GOVERNANCE</p> <p>The overall school improvement process for Brighton Elementary will be strengthened and improved by:</p> <ul style="list-style-type: none"> • The Project Manager working one-on-one with the principal to provide follow-up and monitoring of next steps. • Twice monthly monitoring of the school improvement process by the principal and the Project Manager may include phone conferences, walkthroughs, data and documentation reviews, or needs analysis.



Office of School Improvement
Partially Accredited: Reconstituted School Application

INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>Tiered Interventions were used for students in Tier 1 and Tier 2, with additional support provided by the Title I tutors.</p>	<p>Students identified as Tier 3, according to ongoing assessments, will be provided Tier 3 level interventions by a specialist/coach or Title I tutor.</p>	<p>Brighton Elementary will increase and improve student achievement in reading, writing, mathematics, science, and social studies by:</p> <ul style="list-style-type: none"> • Providing data-driven, tiered interventions by a coach/specialist or tutor who will assist in bridging the learning gaps and increasing overall student performance. <ul style="list-style-type: none"> - Tier 1: students will receive whole group assessment, and differentiated instruction will be offered within independent student work stations. - Tier 2: students who receive less than 80% on their weekly whole group assessment will receive small group intervention with their classroom teacher. - Tier 3: students who receive less than an 80% on tested skills after small group remediation will receive specific intervention with a tutor or specialist/coach. • Teachers and tutors will utilize the intervention plan template to identify the following: <ul style="list-style-type: none"> - Individual pre-intervention scores on the missed skill(s); - Plans for how essential skills will be remediated/retaught; - Descriptions of how reassessment will occur; - Post/re-assessment scores. • Monitoring of the interventions by the literacy and math coaches on a weekly basis will



Office of School Improvement
Partially Accredited: Reconstituted School Application

		<p>ensure accuracy and alignment. Progress will be reviewed and discussed with teachers.</p> <ul style="list-style-type: none">• Monitoring and discussing with teachers the progress of students using data from iReady diagnostic reports, weekly/bi-weekly and quarterly assessments in reading, math, social studies, and science.• Monitoring of interventions will occur regularly by the principal, assistant principal, and coaches with feedback, recommendations, and focused support being provided to teachers.
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Office of School Improvement
Partially Accredited: Reconstituted School Application

INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>The master schedule only afforded time for reading and writing during the instructional block.</p>	<p>A reading/writing lab will be added to the encore rotation in the master schedule. This lab experience will be facilitated by a reading specialist.</p>	<p>Brighton Elementary will increase and improve student achievement by:</p> <ul style="list-style-type: none"> • Providing all students with additional experiences to enhance reading and writing skills in an engaging manner. • Data from various assessments will be used to determine each student's current skill level, with interventions or enrichment activities planned based on this data. • Suggested tools: iReady, Language Live, PALs, various manipulatives, learning stations, writing prompts across disciplines, and the VDOE writing rubric. • Effectiveness of this new initiative will be measured quarterly by reviewing a variety of data sources to determine student growth and/or progress.

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>The Daily 5 program was utilized in grades K-2.</p>	<p>The Daily 5 program will be implemented and monitored in grades K-6.</p>	<p>Student performance in reading will increase by providing: Structured opportunities to read and write independently, and become self-directed learners.</p> <ul style="list-style-type: none"> • Opportunities to increase independent reading endurance. • Professional development for K-6 teachers on the implementation and monitoring of the Daily 5 program.



Office of School Improvement
Partially Accredited: Reconstituted School Application

INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>During 2015-2016 professional development opportunities including collecting and using data from formative assessments, re-grouping strategies, data tools and data dialogues, and the K-2 Daily Five Balanced Literacy program.</p>	<p>By August 2016, a data-informed professional development plan will be created and implemented for Brighton Elementary.</p>	<p>Brighton Elementary will increase and improve student performance in reading writing, math, science, and social studies by:</p> <ul style="list-style-type: none"> ● Establishing and implementing a professional development activities focusing on specific content in which students did not meet proficiency. ● Providing focused professional development for the implementation of data-driven tiered instruction, K-6 Daily Five, formative assessments (ongoing for 3-6, new for K-2), and station teaching and learning. ● Providing opportunities for special education teachers to participate in content area professional development. ● Requiring participation in school-based and division level professional development that enhances student learning outcomes, as evidenced by sign-in sheets, agendas, and minutes.


 VIRGINIA DEPARTMENT OF EDUCATION

 Office of School Improvement
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<p>INSTRUCTIONAL PROGRAM</p> <p>During 2015-2016, there was limited collaborative planning time for general education teachers and special education teachers.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>By August 2016, Brighton Elementary School will increase the amount of collaborative planning time between the general and special education teachers.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Brighton Elementary will increase and improve the academic performance of students with disabilities in the areas of English, math, science, and social studies by:</p> <ul style="list-style-type: none"> ● Scheduling opportunities for general education and special education teachers to plan together. ● Providing professional development on various co-teaching strategies. ● Evidenced by teacher lesson plans, classroom observations, walkthroughs, and collaborative planning session meeting minutes.
<p>INSTRUCTIONAL PROGRAM</p> <p>Classroom time on task walkthroughs were not conducted on a consistent basis.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Classroom mini-observations with focused ‘look-fors’ and formal observations will be conducted on a regular basis by administrators.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Brighton Elementary School will increase student performance by:</p> <ul style="list-style-type: none"> ● Scheduling of observations and walkthroughs will be developed by the principal and assistant principal in August 2016. ● Monitoring instructional practices and providing immediate feedback to teachers. ● Utilizing walkthrough and observation data to identify professional development topics.

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Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Language Arts Reading Resource Nights for vocabulary, fluency, and comprehension development</p> <ul style="list-style-type: none"> ● October: Title I Reading Night is a parent event focusing on the reading processes and programs being implemented. Parents will view children's literature resources, discuss student reading levels, and staff will model how to read to children. ● November: Make-it-take-it vocabulary workshop (picture and word flash cards, bookmarks, interactive placemats, games, and manipulative idea development) ● February: BES Family Book Night. Parents will receive an update on student reading levels; parents and students will use the library to select books to read at home. 	<p>Brighton Elementary will increase and improve the academic performance of students in the area of reading by:</p> <ul style="list-style-type: none"> ● Providing workshops that will help parents become aware of how to focus academic support in reading at home. ● Increasing awareness of intervention programs and SOL test released items, parents will become familiar with the level of rigor in reading.
<p>Science and Social Studies Scientific Investigation, Vocabulary Development, and Experimental Design, Geography, and Alternative Assessments</p> <ul style="list-style-type: none"> ● November: Make-it-take-it vocabulary workshop (picture and word flash cards, games, bookmarks, and manipulative idea development) ● January: Parent Resource Nights. Parents participate in science experiments and investigations with students. Parents explore cultures and geography using engaging manipulatives. 	<p>Brighton Elementary will increase and improve the academic performance of students in the area of science by:</p> <ul style="list-style-type: none"> ● Providing workshops that will help parents become aware of how to focus academic support in science and social studies at home. ● Increasing awareness of intervention programs and SOL test released items, parents will become familiar with the level of rigor in science and social studies.
<p>SOL Information Night</p> <ul style="list-style-type: none"> ● March: Provide SOL informational sessions for parents which includes assessment structure, test-taking strategies, content, and suggestions on how parents can assist students in preparing for the assessment. 	<ul style="list-style-type: none"> ● Increasing awareness of intervention programs and SOL test released items, parents will become familiar with the level of rigor in reading, math, social studies, and science.

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Closing Rationale with Trajectory of Progress

Brighton Elementary School will continue to work with the VDOE Office of School Improvement and division- level curriculum and instructional staff. Administrators and division leaders will identify professional development opportunities for the faculty, with the goal of improving teacher practice, instructional delivery, and assessment. Additionally, school administration is continuing to work to implement and refine processes and procedures that will enhance the instructional program and lead to higher student achievement.

The instructional model utilized by the BES math department this year regarding lesson planning, using formative assessments, training using manipulatives, frequent modeling and co-teaching by the building and division math specialists, and oversight by school administrators and division level staff, will be the model for the coming year to increase student achievement in English, social studies, and science. The efforts in the math department resulted in a gain of six points and allowed BES to meet math benchmarks.

The building level and division English, social studies, and science specialists will work with the administrative staff to provide ongoing assistance and coaching to support goals. Administration will monitor and provide weekly feedback on the implementation of the proposed goals and strategies. For the 2016-2017 school year, the principal, in conjunction with the leadership team and division support staff, will focus on the proposed strategies outlined in this application. The expectation is that progress will be made toward full accreditation in 2016-2017, with full accreditation in 2017-2018. We anticipate continuing gains as indicated by the trajectory of progress below.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	66%	64%	70%	>75
Math	67%	73%	78%	>85
Science	71%	57%	65%	>70
History	71%	69%	78%	>85

**Virginia Department of Education
State/Federal Accountability Data
Brighton Elementary
Grades: KG - 06
Portsmouth City**

Attachment AA1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 74% Gr 6-8: 92%	Gr 3-5: 82% Gr 6-8: 92%	*49%	60%	66%	64%
Mathematics	76%	*71%	52%	66%	67%	73%
History and Social Sciences	*Gr 3: 71% *Gr 4-8: 89%	Gr 3: 84% Gr 4-8: 89%	74%	76%	71%	73%
Science	Gr 3: 71% Gr 5-8: 94%	Gr 3: 75% Gr 5-8: 76%	*70%	57%	71%	58%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	77%	83%	*56%	59%	62%	61%
English: Writing	75%	81%	31%	47%	N/A	N/A
History and Social Sciences	*84%	89%	77%	69%	67%	73%
Mathematics	77%	*51%	47%	59%	64%	70%
Science	85%	80%	*53%	57%	71%	58%

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

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Division: Portsmouth Public School

School: Douglass Park Elementary School

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of Portsmouth School Board that Douglass Park Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Claude C. Parent

Typed School Board Chair Name

Claude C. Parent

School Board Chair Signature

July 14, 2016

Date

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

School Information/Demographics

Division	Free/Reduced Lunch Eligible Percentage		
Portsmouth Public Schools	87%		
School	Title I Model		
Douglass Park Elementary	School-wide		
Grade Level	Enrollment	English Language Learners	Special Education
K	118	2	5
1	104	0	1
2	120	0	9
3	126	1	6
4	81	0	5
5	113	0	14
6	97	2	14
Total	759	5	54

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Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments 1yr./ 3yr.	2014-2015 Pass Rate Based on 2013-2014 Assessments 1yr./ 3yr.	2015-2016 Pass Rate Based on 2014-2015 Assessments 1yr./ 3yr.	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	50 /67	51/59	61/54	62
Mathematics	55/62	55/54	72/61	75
Science	65/74	53/65	71/61	69
History	66/71	76/70	75/72	83
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

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Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
3rd gr. English	57	40	66	50
3rd gr. Math	42	46	62	68
4th gr. English	44	48	50	73
4th gr. Math	49	60	70	86
4th gr. VA Studies	62	79	75	83
5th gr. English	51	51	63	69
5th gr. Math	60	47	74	72
5th gr. Science	71	55	74	69
6th gr. English	45	62	63	54
6th gr. Math	63	61	75	77
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

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Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
KG	6	1	0	4	0	2
1st	6	2	2	1	1	2
2nd	6	0	0	1	4	1
3rd	5	1	1	2	0	2
4th	4	1	0	1	2	1
5th	4	1	0	1	2	1
6th	1	0	0	0	1	0
Special Education	4	1	0	0	4	0
Total	36	7	3	10	14	9

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	3	8%	
Number and percent of Exemplary teachers returning in 2016-2017	2	6%	
Number and percent of Exemplary teachers leaving in 2016-2017	1	3%	
Number and percent of teachers scoring Proficient in 2015-2016	29	81%	
Number and percent of Proficient teachers returning in 2016-2017	28	78%	
Number and percent of Proficient teachers leaving in 2016-2017	1	3%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	5	14%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	4	11%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	1	3%	
Number and percent of teachers scoring Unacceptable in 2015-2016	1	3%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	1	3%	

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Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	36	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0%	
Number and percent of new teachers to the school in 2016-2017	3	8%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	0
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	2	6%	1 in gr. 4 math 1 in gr. 4 reading *Medical FMLA leave
Principal Information/Instructional Background			
Degree area (s)	Educational Leadership		
Total years of educational experience	20		
Total years as an Assistant Principal	10		
Total years as a Principal	1		

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Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					1
*Sought/Obtained an Educational Position Outside the Division		1	1		
*Sought/Obtained A Non-Educational Position Outside the Division		1		1	
Advanced in Profession			1		
Left Solely for Higher Pay					
Personal Reasons (family, health, education)		1	1		
Left During the School Year					
Retired from Profession					
Left Profession/Field		1			
Resigned in Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					1
Other Reasons Not Identified Above					

*non-duplicate

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Reconstitution Information

During the 2015-2016 school year, Douglass Park Elementary improved the instructional program and school culture by implementing the following reform strategies:

- Curriculum and Instruction: Vertical alignment meetings in English and Math were held on a monthly basis.
- Professional Development: Sessions were provided weekly, with an increased focus on gathering and using formative assessment data. Additionally, the Question-Answer-Relationship (QAR) reading strategy was implemented with ongoing training and support.
- Common Planning: Time was scheduled each week for collaborative discussions focusing on content, instruction, assessment, and data. This occurred at all grade levels and information from these planning sessions was used to inform instruction and encourage differentiation.
- Reading: iReady reading intervention program was introduced and used on a regular basis. Data from this intervention will continue to be used to help inform instruction for students this coming year.
- School Culture: Positive Behavior Systems and Supports (PBIS) was introduced on a limited scale to develop, teach, and monitor student expectations. This year we propose full implementation to include school-wide support and anticipate an increase in student engagement.
- Increased Communication: The use of various forms of social media were introduced and practices developed. A Twitter account was created and utilized, and the school website was updated regularly. Parents were encouraged to view student grades via the parent portal, and paper feedback sheets went home every Wednesday, giving detailed information about students' social and academic performance. Automated calls went out monthly, as well as a paper calendar to keep parents informed of upcoming events. An electronic copy and a paper copy of the school-wide calendar was provided to the staff weekly.

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Douglass Park Elementary will expand upon these strategies and proposes the implementation of the following new practices:

Mark **all** applicable areas of reconstitution:

Governance

Instructional Program

Staff

Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>GOVERNANCE</p> <p>Douglass Park Elementary participated in monthly school improvement meetings and utilized the Indistar School Improvement tool.</p>	<p>GOVERNANCE</p> <p>Beginning in August 2016, Douglass Park Elementary will participate in monthly division governance meetings, utilizing a structured agenda, and data-driven school improvement plan indicating specific items to monitor and assess.</p>	<p>GOVERNANCE</p> <p>The overall school improvement process for Douglass Park Elementary will be strengthened and improved by:</p> <ul style="list-style-type: none"> • The use of data-informed monthly agenda items will increase the organization and structure of the governance team, while clearly defining goals and providing methods of specific monitoring. • The school improvement plan will be updated on a weekly or monthly basis as indicated by goals and next steps. • The consistent structure of monthly governance meetings will afford a common goal and direction to the school improvement efforts, including regular school updates from principals. • Implementing structured data dialogues during the governance team meetings. • Collaborative monitoring will occur twice a month with the School Improvement Project Manager and the principal.

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<p>GOVERNANCE</p> <p>Douglass Park Elementary participated in monthly school improvement meetings.</p>	<p>GOVERNANCE</p> <p>Beginning in August 2016, Douglass Park Elementary will participate in a monthly walkthrough visit from the governance team to monitor the next steps identified in the previous meeting.</p>	<p>GOVERNANCE</p> <p>The overall school improvement process for Douglass Park Elementary will be strengthened and improved by:</p> <ul style="list-style-type: none"> • The consistent and focused monitoring of school improvement goals and next steps by the principal, assistant principal, and division staff. • The ongoing use of data from a variety of sources to reflect and revise goals and next steps. • Conducting collaborative walkthroughs with the principal and division level staff will enable immediate feedback discussions.
<p>GOVERNANCE</p> <p>School improvement oversight was conducted by a team of support staff from the Department of Curriculum and Instruction and the principal.</p>	<p>GOVERNANCE</p> <p>Each school will be assigned a division School Improvement Project Manager who will provide oversight and management of the school's improvement process.</p>	<p>GOVERNANCE</p> <p>The overall school improvement process for Douglass Park Elementary will be strengthened and improved by:</p> <ul style="list-style-type: none"> • The Project Manager working one-on-one with the principal to provide follow-up and monitoring of next steps. • Twice monthly monitoring of the school improvement process by the principal and the Project Manager may include phone conferences, walkthroughs, data and documentation reviews, or needs analysis.

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STAFF	STAFF	STAFF
<p>Three long-term substitutes were utilized throughout the year for various reasons.</p>	<p>By August of 2016, Douglass Park Elementary will fill all vacancies with highly qualified teachers.</p>	<p>Douglass Park Elementary will increase and improve student achievement in reading, writing, mathematics, science, and social studies by:</p> <ul style="list-style-type: none"> • Ensuring that current teachers are both highly qualified and teaching in certified content areas, as evidenced by compliance reports generated by PPS Human Resources in conjunction with the VDOE Department of Licensure.

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INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>Tiered Interventions were used for students in Tier 1 and Tier 2, with additional support provided by the Title I tutors.</p>	<p>Students identified as Tier 3, according to ongoing assessments, will be provided Tier 3 level interventions by a specialist/coach or Title I tutor.</p>	<p>Douglass Park Elementary will increase and improve student achievement in reading, writing, mathematics, science, and social studies by:</p> <ul style="list-style-type: none"> • Providing data-driven, tiered interventions by a coach/specialist or tutor who will assist in bridging the learning gaps and increasing overall student performance. <ul style="list-style-type: none"> - Tier 1: students will receive whole group assessment, and differentiated instruction will be offered within independent student work stations. - Tier 2: students who receive less than 80% on their weekly whole group assessment will receive small group intervention with their classroom teacher. - Tier 3: students who receive less than an 80% on tested skills after small group remediation will receive specific intervention with a tutor or specialist/coach. • Teachers and tutors will utilize the intervention plan template to identify the following: <ul style="list-style-type: none"> - Individual pre-intervention scores on the missed skill(s); - Plans for how essential skills will be remediated/retaught; - Descriptions of how reassessment will occur; - Post/re-assessment scores. • Monitoring of the interventions by the literacy and math coaches on a weekly basis will ensure accuracy and alignment. Progress will be

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		<p>reviewed and discussed with teachers.</p> <ul style="list-style-type: none"> Monitoring and discussing with teachers the progress of students using data from iReady diagnostic reports, weekly/bi-weekly and quarterly assessments in reading, math, social studies, and science. Monitoring of interventions will occur regularly by the principal, assistant principal, and coaches with feedback, recommendations, and focused support being provided to teachers.
<p>INSTRUCTIONAL PROGRAM</p> <p>The master schedule only afforded time for reading and writing during the instructional block.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>A reading/writing lab will be added to the encore rotation in the master schedule. This lab experience will be facilitated by a reading specialist.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Douglass Park Elementary will increase and improve student achievement by:</p> <ul style="list-style-type: none"> Providing all students with additional experiences to enhance reading and writing skills in an engaging manner. Data from various assessments will be used to determine each student's current skill level, with interventions or enrichment activities planned based on this data. Suggested tools: iReady, PALs, various manipulatives, learning stations, writing prompts across disciplines, and the VDOE writing rubric. Effectiveness of this new initiative will be measured quarterly by reviewing a variety of data sources to determine student growth and/or progress.

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<p>INSTRUCTIONAL PROGRAM</p> <p>The Daily 5 program was utilized in grades K-2.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>The Daily 5 program will be implemented and monitored in grades K-6.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Student performance in reading will increase by providing:</p> <ul style="list-style-type: none"> • Structured opportunities to read and write independently, and become self-directed learners. • Opportunities to increase independent reading endurance. • Professional development for K-6 teachers on the implementation and monitoring of the Daily 5 program.
<p>INSTRUCTIONAL PROGRAM</p> <p>Students who did not pass the end-of-year PALs test were provided whole group remediation.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>A newly developed DPES PALs camp will be held over a two-week period in the summer of 2016 for students who did not pass the end-of-year PALs test in grades K-3.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Students' readability levels will increase by receiving instruction in differentiated group sessions utilizing manipulatives to address the specific skills missed on the EOY assessment.</p> <ul style="list-style-type: none"> • Gathering and reviewing student PALs Summary reports. • Providing a Dolch word list pre-assessment to each student. • Concluding the camp session by giving each student a <i>PALs Quick Check</i> and Dolch word list post-assessment. • Measuring student progress by comparing the pre and post assessments. • Sharing of this new assessment data with the students' teacher will drive intervention plans for the 2016-2017 school year.

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INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>Reading assessments did not consistently include TEI items.</p>	<p>Teachers will increase the use of higher level thinking skills and develop assessments which reflect more TEI assessment items.</p>	<p>Student performance in reading will increase by providing:</p> <ul style="list-style-type: none"> • Expanded rigorous experiences in the content to ensure additional preparation for TEI type questions. • Additional TEI type items so students can accurately answer rigorous formative and summative questions. • Ongoing support for teachers from the DPES reading specialist and division level staff in the areas of higher order thinking skills and development of TEI type items. • Monitoring of student progress will be conducted by completing an item analysis of each assessment question. Teachers will cycle back to individual students who are not proficient with questions involving TEI items.

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INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>Daily warm-up activities were not consistently used.</p>	<p>Teachers will be required to use daily warm-up activities. Warm-ups will be developed by teachers and instructional specialists to address weak strands identified through benchmark and other assessments.</p>	<p>Douglass Park Elementary will increase and improve student achievement by:</p> <ul style="list-style-type: none"> • Utilizing daily warm-ups to spiral back to content not at the proficient level. • Closing content and skills gaps identified by the assessment data. • Monitoring lesson plans to ensure warm-up activities are included. • Monitoring the implementation of warm-up activities during walkthroughs, conducted by the principal, assistant principal, and instructional specialists.

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INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>During 2015-2016 professional development opportunities including K-2 Daily Five Balanced Literacy program, data tools and data conversations, using and collecting data from formative assessments.</p>	<p>By August 2016, a data-informed professional development plan will be created and implemented for Douglass Park Elementary.</p>	<p>Douglass Park Elementary will increase and improve student performance in reading writing, math, science, and social studies by:</p> <ul style="list-style-type: none"> ● Establishing and implementing a professional development activities focusing on specific content in which students did not meet proficiency. ● Providing focused professional development for the implementation of data-driven tiered instruction, K-6 Daily Five, formative assessments, and station teaching and learning. ● Providing opportunities for special education teachers to participate in content area professional development. ● Requiring participation in school-based and division level professional development that enhances student learning outcomes, as evidenced by sign-in sheets, agendas, and minutes.

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<p>INSTRUCTIONAL PROGRAM</p> <p>A one-hour weekly tutorial program was offered to students in grades 3-6 who were not performing at a proficient level in math.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>A before-school weekly tutorial program will be offered to students in grades 3-6 who are not performing at a proficient level in math and/or reading.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Douglass Park Elementary will increase and improve student achievement in reading and math by:</p> <ul style="list-style-type: none"> • Increasing small group or individual interventions to bridge content and skill gaps and address misconceptions. • Monitoring, reassessing, and communicating student needs on a regular basis using a variety of data sources.
<p>INSTRUCTIONAL PROGRAM</p> <p>Classroom time on task walkthroughs were not conducted on a consistent basis.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Classroom mini-observations with focused 'look-fors' and formal observations will be conducted on a regular basis by administrators.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Douglass Park Elementary School will increase student performance by:</p> <ul style="list-style-type: none"> • Scheduling of observations and walkthroughs will be developed by the principal and assistant principal in August 2016. • Monitoring instructional practices and providing immediate feedback to teachers. • Utilizing walkthrough and observation data to identify professional development topics.

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INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>The use of manipulatives to build conceptual understandings in math, science, and English was not consistent.</p>	<p>The use of manipulatives will be integrated into math, science, and English classes when appropriate.</p>	<p>Douglass Park Elementary will increase and improve student achievement in reading, writing, science, and math by:</p> <ul style="list-style-type: none"> • Teaching math and science at a concrete level with the use of manipulatives. • Using manipulatives will bridge learning from the concrete level to abstract understanding. • Providing tactile objects in reading for kinesthetic learners will assist in developing reading fluency. • Including the use of specific manipulatives to address the strands of scientific investigation, reasoning and logic. • The instructional specialists/lead teacher will offer professional development sessions at content meetings to facilitate the appropriate use of manipulatives aligned with the SOL. • Monitoring the appropriate use of manipulatives on the lesson plan feedback form and walkthrough visits.

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Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>English, Math, Social Studies and Science</p> <ul style="list-style-type: none"> • November, December, and February: Provide a series of one-hour English and science parent workshops, offered during the day and evening, focusing on supporting students academically and socially. • Monthly September – March: Offer workshops on increasing word study skills, vocabulary, improving reading comprehension, math and science skills, and higher order thinking skills, as well as various intervention programs. Assistance to support the workshops will come from Portsmouth Public Schools (PPS) specialists, the Title I Office, and external community partners. • September: Offer a workshop to parents explaining Positive Behavior Intervention Support (PBIS) and how this program helps to increase students' time on task and overall engagement. • March and April: Provide SOL informational sessions for parents which includes assessment structure, test-taking strategies, content, and suggestions on how parents can assist students in preparing for the assessment. • Ongoing: Record the informational sessions to create on-demand webinars, linked on our school website for parents to access at any time. 	<p>Douglass Park Elementary will increase and improve the academic performance of students by:</p> <ul style="list-style-type: none"> • Providing workshops that will help parents become aware of how to focus academic support at home. • Increasing the familiarity of the level of rigor in reading, math, and science and developing an awareness of intervention programs and SOL test released items available for practice. • Providing on demand webinars will allow parents a convenient method to access shared information from workshops when they cannot be present for live presentations.

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<p>Science:</p> <ul style="list-style-type: none"> September – June: Invite parent volunteers to assist students and faculty to create and maintain a learning garden. 	<p>Douglass Park Elementary will increase and improve the academic performance of students in the area of science by:</p> <ul style="list-style-type: none"> Growing a garden on school grounds which will help provide opportunities for students to experience real-world application of standards of learning in science.
<p>Reading:</p> <p>October or November and March: Host a school-wide Family Reading Night:</p> <ul style="list-style-type: none"> Provide researched based facts and information on how reading increases vocabulary and comprehension. Offer free public library cards. Give a tour of our school library and welcome use. Provide a free book giveaway, including non-fiction science selections. Explain the school-wide reading program being used daily, the computer intervention program, and parent reports. Model and explain <i>read to, read with, and read independently</i> process. Demonstrate how to review science and social studies skills within non-fiction selections. Provide website addresses and a list of apps which will help students increase vocabulary and comprehension levels in each subject (English, Science, Math, and Social Studies). Have students read to and with their families, as well as share a story they wrote. 	<p>Douglass Park Elementary will increase and improve the academic performance of students in the area of reading by:</p> <ul style="list-style-type: none"> Providing a Family Reading Night that will model positive reading practices that can be replicated at home, as well as encourage students and parents to become lifelong readers. Increasing awareness of resources, programs, and tools available to help their children improve reading skills through a Family Reading Night.

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Closing Rationale with Trajectory of Progress

This Partially-Accredited Reconstitution application for Douglass Park Elementary School is based on an upward trend in improved student achievement. SOL data presented in this application demonstrates Standards of Learning test pass rates increased at Douglass Park Elementary in math, social studies, English, and science within the past three years. Students with special needs have also made significant gains, demonstrating a 12 point increase in English and 24 point increase in math within the past three years.

The school met or exceeded the accreditation benchmark of 70% in mathematics and social studies for the 2015-2016 school year. The math pass rates increased 20 points over the past three years and increased from 72% in 2015-2016 to 75% in 2016-2017. The social studies pass rates increased 17 points over the past three years and increased from 75% in 2015-2016 to 83% in 2016-2017. The science pass rates increased 6 points over the past three years, but missed the benchmark of 70% by 1.1 point in 2016-2017. The English pass rates increased 12 points over the past three years, and increased from 61% in 2015-2016 to 62% in 2016-2017.

For the 2016-2017 school year, the principal, in conjunction with the leadership team and division support staff, will focus on the proposed strategies outlined in this application. The expectation is that progress will be made toward full accreditation in 2016-2017, with full accreditation in 2017-2018. We anticipate continuing gains as indicated by the trajectory of progress below.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	62	66	70	>75
Math	75	78	82	>85
Science	69	72	75	>80
History	83	84	85	>86

**Virginia Department of Education
State/Federal Accountability Data
Douglass Park Elementary
Grades: KG - 06
Portsmouth City**

Attachment AA1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 75% Gr 6-8: 78%	Gr 3-5: 79% Gr 6-8: 85%	*50%	51%	61%	61%
Mathematics	80%	*72%	55%	55%	72%	74%
History and Social Sciences	*Gr 3: 87% *Gr 4-8: 75%	Gr 3: 70% Gr 4-8: 73%	71%	76%	75%	83%
Science	Gr 3: 78% Gr 5-8: 82%	Gr 3: 79% Gr 5-8: 77%	*74%	53%	71%	67%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	74%	76%	*50%	50%	60%	59%
English: Writing	84%	74%	57%	44%	N/A	N/A
History and Social Sciences	*80%	70%	68%	77%	76%	84%
Mathematics	80%	*53%	53%	54%	70%	73%
Science	80%	80%	*67%	56%	74%	68%

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

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Office of School Improvement *Partially Accredited: Reconstituted School* Application

Division: Portsmouth Public School

School: Park View Elementary

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of Portsmouth School Board that Park View Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Claude C. Parent

Typed School Board Chair Name

Claude C. Parent

School Board Chair Signature

July 14, 2016

Date


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School Information/Demographics

Division:		Free/Reduced Lunch Eligible Percentage:	
Portsmouth Public Schools		73%	
School:		Title I Model	
Park View Elementary		School-Wide	
Grade Level	Enrollment	English Language Learners	Special Education
K	91	0	9
1st	72	0	1
2nd	95	0	5
3rd	85	0	9
4th	90	0	7
5th	77	0	9
6th	74	0	17
Total	584	0	57


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Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments 1 yr./3yr.	2014-2015 Pass Rate Based on 2013-2014 Assessments 1 yr./3yr.	2015-2016 Pass Rate Based on 2014-2015 Assessments 1 yr./3yr.	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	60/73	60/67	70/63	67
Mathematics	64/70	62/62	74/67	79
Science	66/76	61/69	65/64	66
History	72/79	71/75	89/74	89
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a


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Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
3 rd Read	52	53	68	65
4 th Read	59	63	70	79
5 th Read	69	67	59	62
6 th Read	59	58	75	55
3 rd Math	51	57	80	80
4 th Math	68	75	68	83
5 th Math	57	56	62	42
6 th Math	75	55	82	72
5 th Science	64	62	66	66
VA Studies	75	75	89	89
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a


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 Office of School Improvement
Partially Accredited: Reconstituted School Application
Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	4	0	0	1	1	2
1	4	1	0	1	2	1
2	4	2	3	1	0	0
3	4	0	0	1	2	1
4	4	0	0	0	3	1
5	3	2	0	1	1	1
6	3	1	0	1	1	1
Special Education	5	0	0	1	4	0
Literacy Coach	2	0	0	0	0	2
Math Coach	1	0	0	0	0	1
Total	34	6	3	7	14	10


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Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	2	20%	
Number and percent of Exemplary teachers returning in 2016-2017	2	20%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	8	80%	
Number and percent of Proficient teachers returning in 2016-2017	8	80%	
Number and percent of Proficient teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	


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Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	34	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0%	
Number and percent of new teachers to the school in 2016-2017	0	0%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0%	
Principal Information/Instructional Background			
Degree area (s)	Special Education, Administration & Supervision		
Total years of educational experience	17 years		
Total years as an Assistant Principal	7 years		
Total years as a Principal	4 years		


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Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/ Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	1				
*Sought/Obtained an Educational Position Outside the Division			1		
*Sought/Obtained A Non-Educational Position Outside the Division	3				
Advanced in Profession					
Left Solely for Higher Pay	1				
Personal Reasons (family, health, education)	3		1		
Left During the School Year					
Retired from Profession					
Left Profession/Field					
Resigned in Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

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Reconstitution Information

During the 2015-2016 school year, Park View Elementary improved the instructional program and school culture by implementing the following reform strategies:

- Curriculum and Instruction: Vertical alignment meetings in English and Math were held on a monthly basis.
- Professional Development: Sessions were provided, with an increased focus on gathering and using formative assessment data.
- Reading: iReady reading intervention program was introduced and used on a regular basis. Data from this intervention will continue to be used to help inform instruction for students this coming year.
- School Culture: Positive Behavior Systems and Supports (PBIS) was introduced on a limited scale to develop, teach, and monitor student expectations.

Park View Elementary will expand upon these strategies and proposes the implementation of the following new practices:

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>GOVERNANCE</p> <p>Park View Elementary participated in monthly school improvement meetings and utilized the Indistar School Improvement tool.</p>	<p>GOVERNANCE</p> <p>Beginning in August 2016, Park View Elementary will participate in monthly division governance meetings, utilizing a structured agenda, and data-driven school improvement plan indicating specific items to monitor and assess.</p>	<p>GOVERNANCE</p> <p>The overall school improvement process for Park View Elementary will be strengthened and improved by:</p> <ul style="list-style-type: none"> ● The use of data-informed monthly agenda items will increase the organization and structure of the governance team, while clearly defining goals and providing methods of specific monitoring. ● The school improvement plan will be updated on a

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		<p>weekly or monthly basis as indicated by goals and next steps.</p> <ul style="list-style-type: none"> • The consistent structure of monthly governance meetings will afford a common goal and direction to the school improvement efforts, including regular school updates from principals. • Implementing structured data dialogues during the governance team meetings. • Collaborative monitoring will occur twice a month with the School Improvement Project Manager and the principal.
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GOVERNANCE	GOVERNANCE	GOVERNANCE
<p>Park View Elementary participated in monthly school improvement meetings.</p>	<p>Beginning in August 2016, Park View Elementary will participate in a monthly walkthrough visit from the governance team to monitor the next steps identified in the previous meeting.</p>	<p>The overall school improvement process for Park View Elementary will be strengthened and improved by:</p> <ul style="list-style-type: none"> • The consistent and focused monitoring of school improvement goals and next steps by the principal, assistant principal, and division staff. • The ongoing use of data from a variety of sources to reflect and revise goals and next steps. • Conducting collaborative walkthroughs with the principal and division level staff will enable immediate feedback discussions.

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GOVERNANCE	GOVERNANCE	GOVERNANCE
<p>School improvement oversight was conducted by a team of support staff from the Department of Curriculum and Instruction and the principal.</p>	<p>Each school will be assigned a division School Improvement Project Manager who will provide oversight and management of the school's improvement process.</p>	<p>The overall school improvement process for Park View Elementary will be strengthened and improved by:</p> <ul style="list-style-type: none"> • The Project Manager working one-on-one with the principal to provide follow-up and monitoring of next steps. • Twice-monthly monitoring of the school improvement process by the principal and the Project Manager may include phone conferences, walkthroughs, data and documentation reviews, or needs analysis.



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INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>Tiered Interventions were used for students in Tier 1 and Tier 2, with additional support provided by the Title I tutors.</p>	<p>Students identified as Tier 3, according to ongoing assessments, will be provided Tier 3 level interventions by a specialist/coach or Title I tutor.</p>	<p>Park View Elementary will increase and improve student achievement in reading, writing, mathematics, science, and social studies by:</p> <ul style="list-style-type: none"> • Providing data-driven, tiered interventions by a coach/specialist or tutor who will assist in bridging the learning gaps and increasing overall student performance. <ul style="list-style-type: none"> - Tier 1: students will receive whole group assessment, and differentiated instruction will be offered within independent student work stations. - Tier 2: students who receive less than 80% on their weekly whole group assessment will receive small group intervention with their classroom teacher. - Tier 3: students who receive less than an 80% on tested skills after small group remediation will receive specific intervention with a tutor or specialist/coach. • Teachers and tutors will utilize the intervention plan template to identify the following: <ul style="list-style-type: none"> - Individual pre-intervention scores on the missed skill(s); - Plans for how essential skills will be remediated/retought; - Descriptions of how reassessment will occur;



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		<ul style="list-style-type: none"> - Post/re-assessment scores. • Monitoring of the interventions by the literacy and math coaches on a weekly basis will ensure accuracy and alignment. Progress will be reviewed and discussed with teachers. • Monitoring and discussing with teachers the progress of students using data from iReady diagnostic reports, weekly/bi-weekly and quarterly assessments in reading, math, social studies, and science. • Monitoring of interventions will occur regularly by the principal, assistant principal, and coaches with feedback, recommendations, and focused support being provided to teachers.
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INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>The master schedule only afforded time for reading and writing during the instructional block.</p>	<p>A reading/writing lab will be added to the encore rotation in the master schedule. This lab experience will be facilitated by a reading specialist.</p>	<p>Park View Elementary will increase and improve student achievement by:</p> <ul style="list-style-type: none"> • Providing all students with additional experiences to enhance reading and writing skills in an engaging manner. • Data from various assessments will be used to determine each student's current skill level, with interventions or enrichment activities planned based on this data. • Suggested tools: iReady, Language Live, PALs, various manipulatives, learning stations, writing prompts across disciplines, and the VDOE writing rubric. • Effectiveness of this new initiative will be measured quarterly by reviewing a variety of data sources to determine student growth and/or progress.

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INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>The Daily 5 program was utilized in grades K-2.</p>	<p>The Daily 5 program will be implemented and monitored in grades K-6.</p>	<p>Student performance in reading will increase by providing:</p> <ul style="list-style-type: none"> • Structured opportunities to read and write independently, and become self-directed learners. • Opportunities to increase independent reading endurance. • Professional development for K-6 teachers on the implementation and monitoring of the Daily 5 program.


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INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>During 2015-2016 professional development opportunities including K-2 Daily Five Balanced Literacy program, data tools and data conversations, using and collecting data from formative assessments.</p>	<p>By August 2016, a data-informed professional development plan will be created and implemented for Park View Elementary.</p>	<p>Park View Elementary will increase and improve student performance in reading writing, math, science, and social studies by:</p> <ul style="list-style-type: none"> ● Establishing and implementing a professional development activities focusing on specific content in which students did not meet proficiency. ● Providing focused professional development for the implementation of data-driven tiered instruction, K-6 Daily Five, formative assessments, and station teaching and learning. ● Providing opportunities for special education teachers to participate in content area professional development. ● Requiring participation in school-based and division level professional development that enhances student learning outcomes, as evidenced by sign-in sheets, agendas, and minutes.


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INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>The master schedule did not reflect embedded collaborative team planning.</p>	<p>By August 2016, the master schedule will reflect common planning times for all content areas.</p>	<p>Park View Elementary will increase and improve student performance in reading writing, math, science and social studies by:</p> <ul style="list-style-type: none"> ● utilizing common planning time to unpack data to inform instruction, and match research based strategies that include tiered interventions, as evidenced by lesson plans, observations, assessments, and walkthroughs.; ● implementing a structured process for teachers to collaborate about curriculum alignment, instruction, and assessment, as evidenced by meeting minutes, data documents, lesson plans, and observations; ● Increasing the collaboration between content teachers and special education teachers, as evidenced by lesson plans, data documents, observations, and meeting minutes.


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<p>INSTRUCTIONAL PROGRAM</p> <p>During 2015-2016, there was limited collaborative planning time for general education teachers and special education teachers.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>By August 2016, Park View Elementary School will increase the amount of collaborative planning time between the general and special education teachers.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Park View Elementary will increase and improve the academic performance of students with disabilities in the areas of English, math, science, and social studies by:</p> <ul style="list-style-type: none"> ● Scheduling opportunities for general education and special education teachers to plan together. ● Providing professional development on various co-teaching strategies. ● Evidenced by teacher lesson plans, classroom observations, walkthroughs, and collaborative planning session meeting minutes.
<p>INSTRUCTIONAL PROGRAM</p> <p>Classroom time on task walkthroughs were not conducted on a consistent basis.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Classroom mini-observations with focused ‘look-fors’ and formal observations will be conducted on a regular basis by administrators.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Park View Elementary School will increase student performance by:</p> <ul style="list-style-type: none"> ● Scheduling of observations and walkthroughs will be developed by the principal and assistant principal in August 2016. ● Monitoring instructional practices and providing immediate feedback to teachers. ● Utilizing walkthrough and observation data to identify professional development topics.

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Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Science: Vocabulary Development, Scientific Investigation, and Experimental Design (K-6)</p> <ul style="list-style-type: none"> ● November: Make-it-take-it vocabulary workshop (picture and word flash cards, games, bookmarks, and manipulative idea development) ● January: Parent Resource nights. Parents participate in science experiments and investigations with students. Parents are introduced to and manipulate science equipment utilized by students at Park View. ● March: Host a school wide science fair. 	<p>Park View Elementary will increase and improve the academic performance of students in the area of science by:</p> <ul style="list-style-type: none"> ● Providing workshops that will help parents become aware of how to focus academic support in science at home. ● Increasing awareness of intervention programs and SOL test released items, parents will become familiar with the level of rigor in science.
<p>Literacy: Reading Resource Nights for vocabulary, fluency, and comprehension development</p> <ul style="list-style-type: none"> ● October: Title I Reading Night is a parent event focusing on the reading processes and programs being implemented. Parents will view children's literature resources, discuss student reading levels, and staff will model how to read to children. ● November: Make-it-take-it vocabulary workshop (picture and word flash cards, bookmarks, interactive placemats, games, and manipulative idea development) ● February: Park View Family Book Club. Parents will receive an update on student reading levels; parents and students will use the library to select books to read at home. 	<p>Park View Elementary will increase and improve the academic performance of students in the area of reading by:</p> <ul style="list-style-type: none"> ● Providing workshops that will help parents become aware of how to focus academic support in reading at home. ● Increasing awareness of intervention programs and SOL test released items, parents will become familiar with the level of rigor in reading.

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<p>SOL Information Night (3-6)</p> <ul style="list-style-type: none"> • March: Provide SOL informational sessions for parents which includes assessment structure, test-taking strategies, content, and suggestions on how parents can assist students in preparing for the assessment. 	<p>Park View Elementary will increase and improve the academic performance of students by:</p> <ul style="list-style-type: none"> • Increasing the familiarity of the level of rigor in reading, math, and science and developing an awareness of intervention programs and SOL test released items available for practice.
<p>Primary Program (K-2)</p> <ul style="list-style-type: none"> • August: Kindergarten Orientation and Grades 1-2 Meet and Greet will engage parents with the Parent Portal and other school web-based resources. Parents can regularly review/become aware of the student's academic progress. Provides opportunities for parents to maintain awareness of current school resources for reading and science that can be used to support the student at home. • October and March: Parent Conference Meetings with teachers 	<p>Park View Elementary will increase and improve the academic performance of students by:</p> <ul style="list-style-type: none"> • Providing opportunities for parents and kindergarteners to visit and tour the school, meet teachers, receive syllabi, and express concerns about the transition into kindergarten. This had not been offered in the past. • Provide parents new to the school an opportunity to volunteer maintain an awareness of what is occurring within the school.

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Closing Rationale with Trajectory of Progress

Partially-Accredited Reconstitution Application for Park View Elementary School is based on an upward trend in improved student achievement. Standards of Learning test pass rates increased at Park View Elementary in English, math, and science for the 2015-2016 school year. Park View met or exceeded the benchmark of 70% for math and social studies. The English pass rate increased from 66% in 2015-2016 to 71% in 2016-2017, but missed the benchmark of 75% by four points. The science pass rate increased from 65% in 2015-2016 to 66% in 2016-2017, but missed the benchmark of 70% by four points.

Park View Elementary School will continue to work with the VDOE Office of School Improvement and division- level curriculum and instructional staff. Portsmouth Public Schools has changed school leadership at Park View Elementary School for 2016-2017, to include a new principal and assistant principal, both of whom have prior administrative experience. This administrative team has addressed staffing vacancies by securing highly qualified staff for all positions. Administrators and division leaders will identify professional development opportunities for the faculty, with the goal of improving teacher practice, instructional delivery, and assessment. The building level and division English and science specialists will work with the administrative staff to provide ongoing assistance and coaching to support goals. Administration will monitor and provide weekly feedback on the implementation of the proposed goals and strategies.

For the 2016-2017 school year, the principal, in conjunction with the leadership team and division support staff, will focus on the proposed strategies outlined in this application. The expectation is that progress will be made toward full accreditation in 2016-2017, with full accreditation in 2017-2018. We anticipate continuing gains as indicated by the trajectory of progress below.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	66	67	75	>75
Math	75	79	82	>85
Science	65	66	70	>70
History	89	89	90	>90

**Virginia Department of Education
State/Federal Accountability Data
Park View Elementary
Grades: KG - 06
Portsmouth City**

Attachment AA1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 80% Gr 6-8: 82%	Gr 3-5: 78% Gr 6-8: 85%	*60%	60%	70%	68%
Mathematics	86%	*77%	70%	62%	74%	78%
History and Social Sciences	*Gr 3: 87% *Gr 4-8: 83%	Gr 3: 78% Gr 4-8: 82%	72%	71%	89%	90%
Science	Gr 3: 87% Gr 5-8: 80%	Gr 3: 77% Gr 5-8: 84%	*76%	61%	65%	67%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	81%	81%	*60%	60%	68%	67%
English: Writing	78%	77%	65%	57%	N/A	N/A
History and Social Sciences	*84%	81%	74%	74%	89%	90%
Mathematics	86%	*61%	63%	61%	73%	77%
Science	83%	80%	*69%	62%	66%	67%

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

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Division: Portsmouth Public School

School: Westhaven Elementary School

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of Portsmouth School Board that Westhaven Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

_____ Mr. Claude C. Parent

Typed School Board Chair Name

_____ 

School Board Chair Signature

_____ July 14, 2016

Date

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School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage	
Portsmouth Public Schools		72%	
School		Title I Model	
Westhaven Elementary		School Wide	
Grade Level	Enrollment	English Language Learners	Special Education
KG	102	0	6
1	89	0	8
2	86	0	10
3	72	0	5
4	79	0	9
5	68	0	8
6	74	0	6
Total	570	0	52

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Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments 1yr./3yr.	2014-2015 Pass Rate Based on 2013-2014 Assessments 1yr./3yr.	2015-2016 Pass Rate Based on 2014-2015 Assessments 1yr./3yr.	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	64/75	64/69	70/66	66
Mathematics	68/68	72/65	73/71	73
Science	69/77	68/72	55/66	65
History	79/82	79/80	71/78	79
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

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Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English-3 rd grade	67	60	78	72
English- 4 th grade	58	57	68	64
English- 5 th grade	66	70	61	56
English 6 th grade	72	61	67	61
Math- 3 rd grade	59	66	73	55
Math- 4 th grade	60	78	75	87
Math- 5 th grade	64	62	72	66
Math- 6 th grade	74	76	68	75
Science-5 th grade	69	62	55	65
Virginia Studies	69	70	69	79
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

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Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
KG	5	2	2	2	1	0
1	4	1	1	1	1	1
2	4	0	1	2	1	0
3	3	0	2	0	0	1
4	4	1	2	1	1	0
5	3	0	2	1	0	0
6	3	1	1	0	1	1
Special Education	6	0	1	1	0	4
Art	1	0	0	1	0	0
Library	1	1	1	0	0	0
Music	1	1	1	0	0	0
Physical Education	1	0	0	1	0	0
Guidance	1	0	0	1	0	0
Literacy Coach	2	0	0	0	1	1
Math Specialist	1	0	0	0	0	1
Total	40	7	14	11	6	9

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Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0%	
Number and percent of Exemplary teachers returning in 2016-2017	0	0%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	7	78%	
Number and percent of Proficient teachers returning in 2016-2017	7	78%	
Number and percent of Proficient teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	2	22%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	2	22%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	

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Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	40	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0%	
Number and percent of new teachers to the school in 2016-2017	5	13%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0%	
Principal Information/Instructional Background			
Degree area (s)	Music Education, Educational Administration		
Total years of educational experience	30		
Total years as an Assistant Principal	12		
Total years as a Principal	2		

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Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/ Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained an Educational Position Outside the Division	3				
*Sought/Obtained A Non-Educational Position Outside the Division	1				
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)	3				
Left During the School Year					
Retired from Profession	1				
Left Profession/Field					
Resigned in Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

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Reconstitution Information

During the 2015-2016 school year, Westhaven Elementary improved the instructional program and school culture by implementing the following reform strategies:

- Curriculum and Instruction: Vertical alignment meetings in English and Math were held on a monthly basis.
- Professional Development: Sessions were provided, with an increased focus on gathering and using formative assessment data.
- Reading: iReady reading intervention program was introduced and used on a regular basis. Data from this intervention will continue to be used to help inform instruction for students this coming year.
- School Culture: Positive Behavior Systems and Supports (PBIS) was introduced on a limited scale to develop, teach, and monitor student expectations.

Westhaven Elementary will expand upon these strategies and proposes the implementation of the following new practices:

Mark **all** applicable areas of reconstitution:

Governance

Instructional Program

Staff

Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>GOVERNANCE</p> <p>Westhaven Elementary participated in monthly school improvement meetings and utilized the Indistar School Improvement tool.</p>	<p>GOVERNANCE</p> <p>Beginning in August 2016, Westhaven Elementary will participate in monthly division governance meetings, utilizing a structured agenda, and data-driven school improvement plan indicating specific items to monitor and assess.</p>	<p>GOVERNANCE</p> <p>The overall school improvement process for Westhaven Elementary will be strengthened and improved by:</p> <ul style="list-style-type: none"> ● The use of data-informed monthly agenda items will increase the organization and structure of the governance team, while clearly defining goals and providing methods of specific monitoring.

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		<ul style="list-style-type: none"> • The school improvement plan will be updated on a weekly or monthly basis as indicated by goals and next steps. • The consistent structure of monthly governance meetings will afford a common goal and direction to the school improvement efforts, including regular school updates from principals. • Implementing structured data dialogues during the governance team meetings. • Collaborative monitoring will occur twice a month with the School Improvement Project Manager and the principal.
<p>GOVERNANCE</p> <p>Westhaven Elementary participated in monthly school improvement meetings.</p>	<p>GOVERNANCE</p> <p>Beginning in August 2016, Westhaven Elementary will participate in a monthly walkthrough visit from the governance team to monitor the next steps identified in the previous meeting.</p>	<p>GOVERNANCE</p> <p>The overall school improvement process for Westhaven Elementary will be strengthened and improved by:</p> <ul style="list-style-type: none"> • The consistent and focused monitoring of school improvement goals and next steps by the principal, assistant principal, and division staff. • The ongoing use of data from a variety of sources to reflect and revise goals and next steps. • Conducting collaborative walkthroughs with the principal and division level staff will enable immediate feedback discussions.

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<p>GOVERNANCE</p> <p>School improvement oversight was conducted by a team of support staff from the Department of Curriculum and Instruction and the principal.</p>	<p>GOVERNANCE</p> <p>Each school will be assigned a division School Improvement Project Manager who will provide oversight and management of the school's improvement process.</p>	<p>GOVERNANCE</p> <p>The overall school improvement process for Westhaven Elementary will be strengthened and improved by:</p> <ul style="list-style-type: none"> • The Project Manager working one-on-one with the principal to provide follow-up and monitoring of next steps. • Twice monthly monitoring of the school improvement process by the principal and the Project Manager may include phone conferences, walkthroughs, data and documentation reviews, or needs analysis.
<p>GOVERNANCE</p> <p>Westhaven's Leadership Team and School Improvement Team were combined into one group. Meetings are held twice monthly.</p>	<p>GOVERNANCE</p> <p>Westhaven Elementary School will restructure the Leadership and School Improvement Teams. The Leadership Team will consist of a small group of staff members (Assistant Principal, Literacy Coach, Math Specialist, SIT Chair, and one additional teacher) and will focus on general issues. The School Improvement Team will include the Leadership Team, as well as the Grade Level Chairs and will focus on school improvement planning and instructional issues.</p>	<p>GOVERNANCE</p> <p>Westhaven Elementary School will increase student performance by:</p> <ul style="list-style-type: none"> • Sharing leadership duties to allow each team to focus on specific well-defined areas of need. • Streamlining school improvement processes and monitoring.

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<p>STAFF</p> <p>Teachers in grades 4, 5 and 6 are departmentalized, teaching one subject.</p>	<p>STAFF</p> <p>Teachers will be assigned to grade levels and subjects based on identified areas of strength and student need. Team Teaching Pairs will be developed for all core areas.</p>	<p>STAFF</p> <p>Westhaven Elementary School will increase student performance by:</p> <ul style="list-style-type: none"> • Ensuring that all classrooms are staffed with highly-qualified teachers. • Teaching assignments will be made based on the review of various data sources to ensure that teachers are placed into appropriate Team Teaching Pairs. • Ongoing professional development will be provided in the areas of content and skill development.
<p>INSTRUCTIONAL PROGRAM</p> <p>Tiered Interventions were used for students in Tier 1 and Tier 2, with additional support provided by the Title I tutors.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Students identified as Tier 3, according to ongoing assessments, will be provided Tier 3 level interventions by a specialist/coach or Title I tutor.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Westhaven Elementary will increase and improve student achievement in reading, writing, mathematics, science, and social studies by:</p> <ul style="list-style-type: none"> • Providing data-driven, tiered interventions by a coach/specialist or tutor who will assist in bridging the learning gaps and increasing overall student performance. <ul style="list-style-type: none"> - Tier 1: students will receive whole group assessment, and differentiated instruction will be offered within independent student work stations. - Tier 2: students who receive less than 80% on their weekly whole group assessment will receive

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		<p>small group intervention with their classroom teacher.</p> <ul style="list-style-type: none"> - Tier 3: students who receive less than an 80% on tested skills after small group remediation will receive specific intervention with a tutor or specialist/coach. • Teachers and tutors will utilize the intervention plan template to identify the following: <ul style="list-style-type: none"> - Individual pre-intervention scores on the missed skill(s); - Plans for how essential skills will be remediated/retought; - Descriptions of how reassessment will occur; - Post/re-assessment scores. • Monitoring of the interventions by the literacy and math coaches on a weekly basis will ensure accuracy and alignment. Progress will be reviewed and discussed with teachers. • Monitoring and discussing with teachers the progress of students using data from iReady diagnostic reports, Language Live, weekly/bi-weekly and quarterly assessments in reading, math, social studies, and science. • Monitoring of interventions will occur regularly by the principal, assistant principal, and coaches with feedback, recommendations, and focused support being provided to teachers.
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INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>There was a lack of consistency in how the instructional period was structured in the classroom.</p>	<p>The instructional block will be structured to provide consistency across disciplines, optimize time on task, and to engage students in more hands-on, active learning.</p>	<p>Westhaven Elementary School will increase student performance by:</p> <ul style="list-style-type: none"> ● Creating focused instruction within a structured block by dividing allocated instructional minutes to specific learning activities (i.e Warm-ups, Station work, independent practices, labs). ● Differentiating the structure based on the content needs. ● Providing professional development for all staff on the use of manipulatives, hands-on activities, formative assessments, and engaging instructional strategies. ● Monitoring will occur through lesson plan review, classroom observations, and walkthroughs, with feedback being provided to teachers.

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INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>The master schedule only afforded time for reading and writing during the instructional block.</p>	<p>A reading/writing lab will be added to the encore rotation in the master schedule. This lab experience will be facilitated by a reading specialist.</p>	<p>Westhaven Elementary will increase and improve student achievement by:</p> <ul style="list-style-type: none"> • Providing all students with additional experiences to enhance reading and writing skills in an engaging manner. • Data from various assessments will be used to determine each student's current skill level, with interventions or enrichment activities planned based on this data. • Suggested tools: iReady, Language Live, PALs, various manipulatives, learning stations, writing prompts across disciplines, and the VDOE writing rubric. • Effectiveness of this new initiative will be measured quarterly by reviewing a variety of data sources to determine student growth and/or progress.

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INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>The Daily 5 program was utilized in grades K-2.</p>	<p>The Daily 5 program will be implemented and monitored in grades K-6.</p>	<p>Student performance in reading will increase by providing:</p> <ul style="list-style-type: none"> • Structured opportunities to read and write independently, and become self-directed learners. • Opportunities to increase independent reading endurance. • Professional development for K-6 teachers on the implementation and monitoring of the Daily 5 program.

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INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>The use of manipulatives to build conceptual understandings in math, science, and English was not consistent.</p>	<p>The use of manipulatives will be integrated into math, science, and English classes when appropriate.</p>	<p>Westhaven Elementary will increase and improve student achievement in reading, writing, science, and math by:</p> <ul style="list-style-type: none"> • Teaching math and science at a concrete level with the use of manipulatives. • Using manipulatives will bridge learning from the concrete level to abstract understanding. • Providing tactile objects in reading for kinesthetic learners will assist in developing reading fluency. • Including the use of specific manipulatives to address the strands of scientific investigation, reasoning and logic. • The instructional specialists/lead teacher will offer professional development sessions at content meetings to facilitate the appropriate use of manipulatives aligned with the SOL. • Monitoring the appropriate use of manipulatives on the lesson plan feedback form and walkthrough visits.

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INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>During 2015-2016 professional development opportunities including K-2 Daily Five Balanced Literacy program, data tools and data conversations, using and collecting data from formative assessments.</p>	<p>By August 2016, a data-informed professional development plan will be created and implemented for Westhaven Elementary.</p>	<p>Westhaven Elementary will increase and improve student performance in reading writing, math, science, and social studies by:</p> <ul style="list-style-type: none"> ● Establishing and implementing a professional development activities focusing on specific content in which students did not meet proficiency. ● Providing focused professional development for the implementation of data-driven tiered instruction, K-6 Daily Five, formative assessments, and station teaching and learning. ● Providing opportunities for special education teachers to participate in content area professional development. ● Requiring participation in school-based and division level professional development that enhances student learning outcomes, as evidenced by sign-in sheets, agendas, and minutes.

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<p>INSTRUCTIONAL PROGRAM</p> <p>Classroom time on task walkthroughs were not conducted on a consistent basis.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Classroom mini-observations with focused 'look-fors' and formal observations will be conducted on a regular basis by administrators.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Westhaven Elementary School will increase student performance by:</p> <ul style="list-style-type: none"> ● Scheduling of observations and walkthroughs will be developed by the principal and assistant principal in August 2016. ● Monitoring instructional practices and providing immediate feedback to teachers. ● Utilizing walkthrough and observation data to identify professional development topics.
<p>INSTRUCTIONAL PROGRAM</p> <p>During 2015-2016, there was limited collaborative planning time for general education teachers and special education teachers.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>By August 2016, Westhaven Elementary School will increase the amount of collaborative planning time between the general and special education teachers.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Westhaven Elementary will increase and improve the academic performance of students with disabilities in the areas of English, math, science, and social studies by:</p> <ul style="list-style-type: none"> ● Scheduling opportunities for general education and special education teachers to plan together. ● Providing professional development on various co-teaching strategies. ● Evidenced by teacher lesson plans, classroom observations, walkthroughs, and collaborative planning session meeting minutes.

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Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Back to School Night/Resource Fair</p> <ul style="list-style-type: none"> September: Provide parents resources (Title I Parent Center, online through website, handouts) 	<p>Westhaven Elementary will increase and improve the academic performance of students by:</p> <ul style="list-style-type: none"> Providing workshops that will help parents become aware of how to focus academic support at home and what resources are available to help. Increasing awareness of intervention programs and SOL test released items, parents will become familiar with the level of rigor in all content areas.
<p>SOL Family Fun</p> <ul style="list-style-type: none"> October: SOL-themed learning games (reading, math, science, social studies) by grade level 	<p>Westhaven Elementary will increase and improve the academic performance of students by:</p> <ul style="list-style-type: none"> Providing workshops that will help parents become aware of how to focus academic support at home and what resources are available to help. Increasing awareness of intervention programs and SOL test released items, parents will become familiar with the level of rigor in all content areas.
<p>Book Fair/Family Reading Night for students and parents and Literacy Night</p> <ul style="list-style-type: none"> December: Halfway point of school-wide book challenge; include guest readers and time for parent/child reading March: Book giveaways, parent reading workshops 	<p>Westhaven Elementary will increase and improve the academic performance of students by:</p> <ul style="list-style-type: none"> The family reading night will model positive reading practices that can be replicated at home, as well as encourage students and parents to become lifelong readers. The family reading night will increase awareness of resources, programs, and tools available to help their children improve reading skills.

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<p>Science Fair</p> <ul style="list-style-type: none"> February: School-wide event to promote science education 	<p>Westhaven Elementary will increase and improve the academic performance of students by:</p> <ul style="list-style-type: none"> Providing workshops that will help parents become aware of how to focus academic support in science at home and what resources are available to help. Increasing awareness of intervention programs and SOL test released items, parents will become familiar with the level of rigor in science.
<p>Parent SOL Family Workshop</p> <ul style="list-style-type: none"> March or April: Provide parents with information about SOL assessments and ways to help prepare their child, including good attendance habits 	<ul style="list-style-type: none"> Increasing awareness of intervention programs and SOL test released items, parents will become familiar with the level of rigor in reading, math, social studies, and science.

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Closing Rationale with Trajectory of Progress

Partially-Accredited Reconstitution Application for Westhaven Elementary School is based on an upward trend in improved student achievement. Westhaven Elementary School has continued to meet the benchmark for social studies, with an improvement in 2015-2016 of eight points to 79%. We have also continued to meet benchmark goals in mathematics, maintaining a pass rate of 73%. Progress was made in science in 2015-2016, moving from 55% to 65%. English remains inconsistent, with a gain in 2015 of six percentage points to 70%, and a loss in 2016 to 66%.

Westhaven Elementary School will continue to work with the VDOE Office of School Improvement and division- level curriculum and instructional staff. Administrators and division leaders will identify professional development opportunities for the faculty, with the goal of improving teacher practice, instructional delivery, and assessment. The building level and division English and science specialists will work with the administrative staff to provide ongoing assistance and coaching to support goals. Administration will monitor and provide weekly feedback on the implementation of the proposed goals and strategies.

For the 2016-2017 school year, the principal, in conjunction with the leadership team and division support staff, will focus on the proposed strategies outlined in this application. The expectation is that progress will be made toward full accreditation in 2016-2017, with full accreditation in 2017-2018. We anticipate continuing gains as indicated by the trajectory of progress below.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	70	66	71	>75
Math	73	73	>75	>75
Science	55	65	>70	>70
History	71	79	83	>85

**Virginia Department of Education
State/Federal Accountability Data
Westhaven Elementary
Grades: KG - 06
Portsmouth City**

Attachment AA1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 80% Gr 6-8: 92%	Gr 3-5: 76% Gr 6-8: 86%	*75%	64%	70%	66%
Mathematics	82%	*74%	68%	72%	73%	73%
History and Social Sciences	*Gr 3: 89% *Gr 4-8: 83%	Gr 3: 77% Gr 4-8: 86%	79%	79%	71%	79%
Science	Gr 3: 85% Gr 5-8: 81%	Gr 3: 71% Gr 5-8: 85%	*77%	72%	55%	66%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	83%	80%	*65%	62%	68%	65%
English: Writing	78%	76%	52%	61%	N/A	N/A
History and Social Sciences	*87%	84%	79%	80%	71%	79%
Mathematics	83%	*56%	64%	70%	72%	72%
Science	84%	78%	*69%	69%	55%	66%

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

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Office of School Improvement

Partially Accredited: Reconstituted School Application

Division: Portsmouth Public School

School: William E. Waters Middle School

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of Portsmouth School Board that William E. Waters Middle School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Claude C. Parent

Typed School Board Chair Name

Claude C. Parent

School Board Chair Signature

July 14, 2016

Date

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments 1 yr./3 yr.	2014-2015 Pass Rate Based on 2013-2014 Assessments 1 yr./3 yr.	2015-2016 Pass Rate Based on 2014-2015 Assessments 1 yr./3 yr.	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	62/77	70/71	66/66	65
Mathematics	65/66	63/61	57/62	52
Science	68/81	70/74	68/68	63
History	74/74	75/74	82/76	79
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

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Office of School Improvement

Partially Accredited: Reconstituted School Application

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
7th Read	64	71	71	72
8 th Read	63	71	67	64
8 th Writing	61	65	61	56
7 th Math	28	16	45	35
8 th Math	54	52	57	47
Algebra I	94	64	69	96
Geometry	88	89	64	98
8 th Science	69	70	70	63
Civics & Econ	72	86	85	79
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
Grade 7/English	4	1	1	1	2	0
Grade 8/English	4	2	1	0	2	1
Grade 7/Math	4	1	1	3	0	0
Grade 8/Math	4	2	0	2	2	0
Grade 7/Algebra	1	0	0	0	1	0
Grade 8/Geometry	1	0	0	0	1	0
Grade 7/Science	3	0	2	0	0	1
Grade 8/Science	3	1	1	0	0	2
Grade 7/History	3	0	0	0	0	3
Grade 8/History	4	0	0	1	3	0
Special Education	6	1	1	3	2	0
Literacy Coach	1	1	0	0	0	1
Math Coach	0	0	0	0	0	0
Total	45	9	7	10	13	8

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	1	2%	
Number and percent of Exemplary teachers returning in 2016-2017	1	2%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	38	84%	
Number and percent of Proficient teachers returning in 2016-2017	34	75%	
Number and percent of Proficient teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	3	7%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	1	2%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	2	4%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	



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	Number of All Teachers	Percent of All Teachers	Area of Teaching
Teacher Licensure Information			
Number and percent of teachers fully licensed in 2016-2017	41	91%	
Number and percent of provisionally licensed teachers in 2016-2017	4	9%	
Number and percent of new teachers to the school in 2016-2017	8	17%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	4	9%	
Principal Information/Instructional Background			
Degree area (s)	Family & Consumer Science (B.S.), Administration and Supervision (M.Ed.), Educational Leadership (C.A.G.S.)		
Total years of educational experience	25 years		
Total years as an Assistant Principal	7 years		
Total years as a Principal	3 years		

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Office of School Improvement

Partially Accredited: Reconstituted School Application

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/ Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	1				
*Sought/Obtained an Educational Position Outside the Division					
*Sought/Obtained A Non- Educational Position Outside the Division	7				
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					
Left During the School Year	5				
Retired from Profession	2				
Left Profession/Field					
Resigned in Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above	1				

*non-duplicate

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Reconstitution Information

During the 2015-2016 school year, Waters Middle improved the instructional program and school culture by implementing the following reform strategies:

- Curriculum and Instruction: Waters Middle removed the cluster model and provided all content teachers with common planning time.
- School Culture: Positive Behavior Systems and Supports (PBIS) was introduced on a limited scale to develop, teach, and monitor student expectations.

Waters Middle will expand upon these strategies and proposes the implementation of the following new practices:

Mark **all** applicable areas of reconstitution:

Governance

Instructional Program

Staff

Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>GOVERNANCE</p> <p>Waters Middle participated in monthly school improvement meetings and utilized the Indistar School Improvement tool.</p>	<p>GOVERNANCE</p> <p>Beginning in August 2016, Waters Middle will participate in monthly division governance meetings, utilizing a structured agenda, and data-driven school improvement plan indicating specific items to monitor and assess.</p>	<p>GOVERNANCE</p> <p>The overall school improvement process for Waters Middle will be strengthened and improved by:</p> <ul style="list-style-type: none"> ● The use of data-informed monthly agenda items will increase the organization and structure of the governance team, while clearly defining goals and providing methods of specific monitoring. ● The school improvement plan will be updated on a weekly or monthly basis as indicated by goals and next steps. ● The consistent structure of monthly governance meetings will afford a common goal and direction to the school improvement efforts, including



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		<p>regular school updates from principals.</p> <ul style="list-style-type: none"> • Implementing structured data dialogues during the governance team meetings. • Collaborative monitoring will occur twice a month with the School Improvement Project Manager and the principal.
<p>GOVERNANCE</p> <p>Waters Middle participated in monthly school improvement meetings.</p>	<p>GOVERNANCE</p> <p>Beginning in August 2016, Waters Middle will participate in a monthly walkthrough visit from the governance team to monitor the next steps identified in the previous meeting.</p>	<p>GOVERNANCE</p> <p>The overall school improvement process for Waters Middle will be strengthened and improved by:</p> <ul style="list-style-type: none"> • The consistent and focused monitoring of school improvement goals and next steps by the principal, assistant principal, and division staff. • The ongoing use of data from a variety of sources to reflect and revise goals and next steps. • Conducting collaborative walkthroughs with the principal and division level staff will enable immediate feedback discussions.



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<p>GOVERNANCE</p> <p>School improvement oversight was conducted by a team of support staff from the Department of Curriculum and Instruction and the principal.</p>	<p>GOVERNANCE</p> <p>Each school will be assigned a division School Improvement Project Manager who will provide oversight and management of the school's improvement process.</p>	<p>GOVERNANCE</p> <p>The overall school improvement process for Waters Middle will be strengthened and improved by:</p> <ul style="list-style-type: none"> • The Project Manager working one-on-one with the principal to provide follow-up and monitoring of next steps. • Twice monthly monitoring of the school improvement process by the principal and the Project Manager may include phone conferences, walkthroughs, data and documentation reviews, or needs analysis.
<p>STAFF</p> <p>Waters Middle School did not have a dedicated building-level reading specialist assigned to assist students.</p>	<p>STAFF</p> <p>A building-level reading specialist will be assigned to Waters Middle School for the 2016-2017 school year.</p>	<p>STAFF</p> <p>Waters Middle will increase and improve student achievement in reading and writing by:</p> <ul style="list-style-type: none"> • Providing differentiated support for students who are reading and writing below grade level. • Closing achievement gaps by focusing on identified student weaknesses and providing focused instructional support. • Monitoring of the interventions by the reading specialist on a weekly basis will ensure accuracy and alignment. Progress will be reviewed and discussed with teachers.



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INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>Tiered Interventions were used for students in Tier 1 and Tier 2, with additional support provided by tutors.</p>	<p>Students identified as Tier 3, according to ongoing assessments, will be provided Tier 3 level interventions by a specialist/coach or tutors.</p>	<p>Waters Middle will increase and improve student achievement in reading, writing, mathematics, science, and social studies by:</p> <ul style="list-style-type: none"> • Providing data-driven, tiered interventions by a coach/specialist or tutor who will assist in bridging the learning gaps and increasing overall student performance. <ul style="list-style-type: none"> - Tier 1: students will receive whole group assessment, and differentiated instruction will be offered within independent student work stations. - Tier 2: students who receive less than 80% on their weekly whole group assessment will receive small group intervention with their classroom teacher. - Tier 3: students who receive less than an 80% on tested skills after small group remediation will receive specific intervention with a tutor or specialist/coach. • Teachers and tutors will identify the following: <ul style="list-style-type: none"> - Individual pre-intervention scores on the missed skill(s); - Plans for how essential skills will be remediated/taught; - Descriptions of how reassessment will occur; - Post/re-assessment scores. • Monitoring of the interventions by the reading specialist and math specialists on a weekly basis will ensure accuracy and

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		<p>alignment. Progress will be reviewed and discussed with teachers.</p> <ul style="list-style-type: none">• Monitoring and discussing with teachers the progress of students using data from i-Ready diagnostic reports, Language Live, weekly/bi-weekly and quarterly assessments in reading, math, social studies, and science.• Monitoring of interventions will occur regularly by the principal, assistant principal, and coaches with feedback, recommendations, and focused support being provided to teachers.
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Partially Accredited: Reconstituted School Application

INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>The master schedule only afforded time for reading and writing during the instructional block.</p>	<p>An elective course, Reading Lab, will be added to the master schedule for students who are reading below grade level. This course will be taught by the building reading specialist.</p>	<p>Waters Middle will increase and improve student achievement by:</p> <ul style="list-style-type: none"> • Providing students with additional experiences to enhance reading and writing skills in an engaging manner. • Data from various assessments will be used to determine each student's current skill level, with intervention activities planned based on this data. • Suggested tools: iReady, Language Live, various manipulatives, learning stations, writing prompts across disciplines, and the VDOE writing rubric. • Effectiveness of this new initiative will be measured quarterly by reviewing a variety of data sources to determine student growth and/or progress.



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INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>During 2015-2016, there was limited collaborative planning time for general and special education teachers.</p>	<p>By August 2016, Waters Middle School will increase the amount of collaborative planning time between the general and special education teachers.</p>	<p>Waters Middle will increase and improve the academic performance of students with disabilities in the areas of English, math, science, and social studies by:</p> <ul style="list-style-type: none"> ● Scheduling opportunities for general education and special education teachers to plan together. ● Providing professional development on various co-teaching strategies. ● Evidenced by teacher lesson plans, classroom observations, walkthroughs, and collaborative planning session meeting minutes.

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Partially Accredited: Reconstituted School Application

INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>During 2015-2016 professional development opportunities including Components of an IEP, Instructional Strategies Across the Curriculum, Data Disaggregation, Data Driven Instruction, Differentiation of Instruction, Effective Lesson Planning, Understanding Data and Instructional Decision-Making, and Co-teaching.</p>	<p>By August 2016, a data-informed professional development plan will be created and implemented for Waters Middle.</p>	<p>Waters Middle will increase and improve student performance in reading writing, math, science, and social studies by:</p> <ul style="list-style-type: none"> ● Establishing and implementing a professional development activities focusing on specific content in which students did not meet proficiency. ● Providing focused professional development for the implementation of data-driven tiered instruction, formative assessments, and station teaching and learning. ● Providing opportunities for special education teachers to participate in content area professional development. ● Requiring participation in school-based and division level professional development that enhances student learning outcomes, as evidenced by sign-in sheets, agendas, and minutes.

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Partially Accredited: Reconstituted School Application

INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>Classroom walkthroughs were not conducted on a consistent basis.</p>	<p>Classroom mini-observations with focused 'look-fors' and formal observations will be conducted on a regular basis by administrators.</p>	<p>Waters Middle School will increase student performance by:</p> <ul style="list-style-type: none"> • Scheduling of observations and walkthroughs will be developed by the principal and assistant principal in August 2016. • Monitoring instructional practices and providing immediate feedback to teachers. • Utilizing walkthrough and observation data to identify professional development topics.



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Partially Accredited: Reconstituted School Application

INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>Instructional practices in all classes and content areas did not include specific reading and writing activities and strategies.</p>	<p>Beginning September 2016, all teachers will engage students in daily writing practices and provide reading across the content/grade levels.</p>	<p>Waters Middle will increase and improve student performance in reading, writing, math, science, and social studies by:</p> <ul style="list-style-type: none"> • Implementing standardized writing practices and utilizing the VDOE writing rubrics in all classes will help students become more proficient writers. • Exposing students to fiction and non-fiction texts in all content areas. • Engaging teachers in weekly collaborative planning and data meetings. • Providing teachers with ongoing professional development to support reading and writing across the curriculum. • Modeling and co-teaching lessons and engaging activities. • Monitoring will occur by conducting regular classroom walkthroughs, lesson plan reviews, sign-in sheets from professional development and planning meetings, and data reviews, with ongoing feedback provided to teachers.



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INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL PROGRAM
<p>Math and science teachers participated in professional development provided by the Offices of Mathematics and Science and local universities.</p>	<p>Beginning in September 2016, math teachers will participate in focused mathematics and science professional development.</p>	<p>Waters Middle will increase and improve student performance in math and science by:</p> <ul style="list-style-type: none"> • Participating in professional development that is focused on content, formative assessments, and station learning to enhance the conceptual understanding of math and science. • Engaging in weekly collaborative planning/data meetings with administration and division-level personnel. • Math and Science Specialists will model and co-teach lessons and engaging activities. • Engaging students in weekly activities to promote project-based/hands-on activities and the use of manipulatives. • Monitoring will occur by conducting regular classroom walkthroughs, lesson plan reviews, sign-in sheets from professional development and planning meetings, and data reviews, with ongoing feedback provided to teachers.

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Partially Accredited: Reconstituted School Application

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Parent Portal Workshop <ul style="list-style-type: none"> September – May: Workshop will engage parents with the Parent Portal and other school web-based resources. Parents can regularly review/become aware of the student’s academic progress. Provides opportunities for parents to maintain awareness of current school resources for all courses that can be used to support the student at home. October and March: Parent Conference Meetings with teachers 	Waters Middle School will increase and improve the academic performance of students by: <ul style="list-style-type: none"> Providing parents an opportunity to learn how to regularly review the student’s academic progress so they can assist the student in being proactive about academic progress. Providing parents with the opportunity to meet one-on-one with teachers to review academic progress.
Cavalier Coffee House <ul style="list-style-type: none"> September – May: Host a monthly Cavalier Coffee House for parents/community members. 	Waters Middle will increase and improve the academic performance of students in the area of science by: <ul style="list-style-type: none"> Providing opportunities for parents to express concerns or make recommendations, suggest ideas for school improvement, participate in volunteer opportunities, and maintain an awareness of what is occurring within our school.

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<p>SOL Content Night</p> <ul style="list-style-type: none"> February: Parents will follow their student's schedule to each class and learn more about the content, available resources, and hands-on experiences to better help their student prepare for upcoming SOL assessments. 	<p>Waters Middle will increase and improve the academic performance of students by:</p> <ul style="list-style-type: none"> Providing workshops that will help parents become aware of how to focus academic support at home.
<p>SOL Information Night</p> <ul style="list-style-type: none"> March: Provide SOL informational sessions for parents which includes assessment structure, test-taking strategies, content, and suggestions on how parents can assist students in preparing for the assessment. 	<p>Waters Middle will increase and improve the academic performance of students by:</p> <ul style="list-style-type: none"> Increasing awareness of intervention programs and SOL test released items, parents will become familiar with the level of rigor in reading, math, social studies, and science.

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Office of School Improvement

Partially Accredited: Reconstituted School Application

Closing Rationale with Trajectory of Progress

Waters Middle School will continue to work with the VDOE Office of School Improvement and division-level curriculum and instructional staff. Administrators and division leaders will identify professional development opportunities for the faculty, with the goal of improving teacher practice, instructional delivery, and assessment. Additionally, school administration is continuing to work to implement and refine processes and procedures that will enhance the instructional program and lead to higher student achievement.

The building level and division English, social studies, math, and science specialists will work with the administrative staff to provide ongoing assistance and coaching to support goals. Administration will monitor and provide weekly feedback on the implementation of the proposed goals and strategies. For the 2016-2017 school year, the principal, in conjunction with the leadership team and division support staff, will focus on the proposed strategies outlined in this application. The expectation is that progress will be made toward full accreditation in 2016-2017, with full accreditation in 2017-2018. We anticipate gains as indicated by the trajectory of progress below.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	66%	65%	70%	>75%
Math	57%	52%	65%	>70%
Science	68%	63%	68%	>75%
History	82%	79%	85%	>88%

**Virginia Department of Education
State/Federal Accountability Data
William E. Waters Middle
Grades: 07 - 08
Portsmouth City**

Attachment AA1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 86%	Gr 6-8: 82%	*77%	70%	66%	65%
Mathematics	79%	*70%	65%	63%	57%	55%
History and Social Sciences	*Gr 4-8: 76%	Gr 4-8: 73%	74%	75%	82%	76%
Science	Gr 5-8: 91%	Gr 5-8: 86%	*81%	70%	68%	59%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	88%	84%	*63%	71%	69%	67%
English: Writing	81%	78%	61%	65%	61%	57%
History and Social Sciences	*76%	73%	75%	75%	84%	78%
Mathematics	77%	*54%	63%	60%	56%	52%
Science	91%	87%	*69%	70%	70%	60%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Prince Edward County Public Schools

School: Prince Edward Elementary School

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of Prince Edward County School Board that Prince Edward County Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Sherry Honeycutt

Typed School Board Chair Name

School Board Chair Signature

July 6, 2016

Date

School Information/Demographics
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Prince Edward County Public Schools			74.22% Free/Reduced Lunch Eligible	
Prince Edward County Elementary School			Schoolwide Title I	
	Grade Level	Enrollment	English Language Learners	Special Education
	PK	108	2	43
	K	152	5	15
	1	147	9	29
	2	161	2	20
	3	147	2	15
	4	130	0	19
	Total	845	20	141

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	61	58	65	66
Mathematics	64	66	77	71
Science	79	n/a	n/a	n/a
History	83	n/a	n/a	n/a
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English-3	65	72	64	61
English-4	47	55	52	69
Math-3	73	81	81	66
Math-4	55	69	77	75
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
PK	5	0	0	1	0	4
K	9	0	2	1	1	5
1	9	1	3	0	1	5
2	9	3	4	0	0	5
3	9	0	2	2	3	1
4	8	4	4	1	2	1
Special Education	8	3	3	1	0	4
Total	57	11	18	6	7	25

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	2	3%	
Number and percent of Exemplary teachers returning in 2016-2017	0	0%	
Number and percent of Exemplary teachers leaving in 2016-2017	2	3%	
Number and percent of teachers scoring Proficient in 2015-2016	66	89%	
Number and percent of Proficient teachers returning in 2016-2017	62	84%	
Number and percent of Proficient teachers leaving in 2016-2017	11	15%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	2	3%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	4	5.4%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	70	95%	
Number and percent of provisionally licensed teachers in 2016-2017	4	4%	
Number and percent of new teachers to the school in 2016-2017	6	14%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	n/a
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0%	n/a
Principal Information/Instructional Background			
Degree area (s)	BS-Psychological Biology, M.A.T.L. & Ed. S.		
Total years of educational experience	18		
Total years as an Assistant Principal	1		
Total years as a Principal	0		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			3		
*Sought/Obtained An Educational Position Outside the Division			4		
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)			1		
Left During the School Year					
Retired from Profession			3		
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>INSTRUCTIONAL PROGRAM</p> <p>The school currently uses pacing guides and lesson plans created by teachers in each grade and content area. Assessments are written by an outside agency according to the teacher’s pacing.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>The school will adopt the pacing, lesson plans, and assessments in use by the Region 7- the Comprehensive Instructional Program (CIP). Teachers will provide documented lesson plans for differentiated reading groups in addition to the CIP lessons.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>By using the CIP, there will be close alignment of the written, taught, and tested curriculum. The CIP provides consistency across grades levels and content areas in pacing, lesson planning, and assessment.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>There is currently no designated time each day for intervention and enrichment.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>The school will implement a daily 45 minute intervention period for all students in all grade levels. Remediation and enrichment activities will take place during this time. Groups will be fluid and flexible according to 9-weeks data from benchmark and other assessments.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Provide a designated, uninterrupted time for intervention for at-risk students.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>Teachers currently use the Guided Reading process for literacy instruction however methodology is inconsistent due to the varied levels of training received by teachers.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Beginning August 5, 2016, all reading teachers will undergo comprehensive training on the use of Guided Reading for literacy instruction. Professional Development will be ongoing throughout the school year and will be provided by an expert consultant.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Provide consistent implementation by all teachers in the proper delivery of the Guided Reading method. Evidence of effective and consistent implementation will be documented in written formal and informal teacher observation as well as walk-through observation feedback.</p>
<p>INSTRUCTIONAL PROGRAM</p> <p>PBIS was partially implemented at the school during the past year as the division began year one with VTSS. Connections between the Leader in Me program and PBIS have been forged.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>The school will begin full implementation of the PBIS model/ VA Tiered System of Support. As participants in the VTSS grant program, the school will receive training and support from the VA Department of Education as it moves forward with year two implementation. Fidelity measures will be used to monitor implementation.</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>Provide a comprehensive framework for implementation (with fidelity) of the VA Tiered System of Supports for students at risk of failing reading. Reduced number of discipline issues and disruptions of instruction.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>STAFF</p> <p>The school currently has 2.5 Reading Specialists to serve approximately 850 students.</p>	<p>STAFF</p> <p>Beginning with the 2016-17 school year, there will be two Reading Specialist, one for grade 3 and one for grade 4. Three additional Reading Intervention Teachers will be added and assigned in grades K, 1, and 2. All reading teachers will be trained to use Comprehension Toolkits/Leveled Literacy Intervention and proper Guided Reading techniques.</p>	<p>STAFF</p> <p>Provide additional teachers who are designated to provide reading intervention for at-risk students. The assignment of one teacher per grade level will allow for more consistent, regular remediation on a more frequent basis.</p>
<p>STAFF</p> <p>Teachers are currently assigned according to past experience rather than areas of strength.</p>	<p>STAFF</p> <p>Analysis of assessment, discipline, and evaluation data revealed strengths and weaknesses of teachers in regard to their literacy and overall instruction. Twenty teacher moves will be made assigning teachers to content and grades levels that were identified as strengths.</p>	<p>STAFF</p> <p>The principal will have time to conduct informal observations in classrooms of all reading teachers at all grade levels.</p>
<p>STAFF</p> <p>Currently the three administrators in the building are assigned to 2 of the 6 grade levels each for teacher supervision and evaluation. This process limited the principal's time in the other four grade levels not assigned to her.</p>	<p>STAFF</p> <p>The principal will reassign duties as appropriate to create time in her schedule to be in classrooms daily. This time will be used to visit teachers that are not assigned to the principal for evaluation.</p>	<p>STAFF</p> <p>Provide opportunities for the building principal to evaluate performance of all teachers.</p>
<p>STAFF</p> <p>The school and division currently use the Edivate model for teacher evaluation. This model has not proved to be effective in providing a user-friendly, comprehensive platform for documenting teacher performance.</p>	<p>STAFF</p> <p>Beginning with the 2016-17 school year, the school and division will implement the TalentEd Perform platform for teacher evaluation. This program is comprehensive, user-friendly, and will allow principals to monitor evaluations of all teachers regardless of whether they are the assigned evaluator.</p>	<p>STAFF</p> <p>Provide a platform which allows principals to give immediate and effective feedback to teachers regarding instruction. TalentEd will provide a comprehensive process for documenting teacher performance and/or lack of progress.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Informational Meetings & Events: <ul style="list-style-type: none"> • Orientation-New students/families-August • Orientation-Returning students/families-August • Back to School Night-September • Title I Informational Meeting-September • Leader in Me Leadership Day-January • Accelerated Reader /Literacy Event-Fall/Spring • Reading SOL Event-Fall/Spring • Math SOL “Make-it, Take-it” Event-Fall/Spring 	Enhanced communication with families in regard to school procedures and policies. Include parents and families in the discussion of student achievement expectations. Inform parents of the various types of assistance that is available to them and their children. Provide resources for enhancing literacy at home (reading practice as well as reading for pleasure).

Closing Rationale with Trajectory of Progress

Based upon the data included in this application, Prince Edward County Elementary School has shown slow but upward progress in the area of reading. An increase of eight points (58% to 66%) was seen over the last two years. The school met or exceeded the 70% benchmark in mathematics for both of those years.

Academic Reviews during the 2014-15 and 2015-16 school years revealed the need for more alignment between instruction and assessment. The plan includes efforts to bring the written, taught, and tested curriculum into alignment by using an evidence-based curriculum. The plan also includes improved communication between the school and home, and an effective means for documenting and evaluating instruction.

This application for the rating of *Partially Accredited-Reconstituted School* for Prince Edward County Elementary School is based upon the specific strategies outlined previously. The brand new administrative team (2015-16) made preliminary changes to the instructional program, and have worked with teacher leaders throughout the year to plan for more extensive changes in the 2016-17 school year. The school leadership team (including teacher leaders from all grade levels and school administrators) are committed to the implementation of the strategies and the improvement in student achievement.

Prince Edward County Elementary School anticipates steady progress over the next two years, leading to full accreditation at the conclusion of the 2017-18 school-year (as indicated below).

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	66	70	75	75+

**Virginia Department of Education
State/Federal Accountability Data
Prince Edward Elementary
Grades: PK - 04
Prince Edward County**

Attachment BB1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 77%	Gr 3-5: 77%	*61%	58%	65%	68%
Mathematics	78%	*74%	64%	66%	77%	72%
History and Social Sciences	*Gr 3: 74%	Gr 3: 89%	N/A	N/A	83%	100%
Science	Gr 3: 81%	Gr 3: 87%	N/A	*79%	82%	N/A
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	72%	74%	*59%	56%	64%	66%
English: Writing	N/A	N/A	N/A	0%	N/A	N/A
History and Social Sciences	*74%	88%	83%	100%	N/A	N/A
Mathematics	78%	*54%	61%	64%	75%	72%
Science	81%	86%	*79%	0%	N/A	N/A

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School* Application

Division: Pulaski County

School: Pulaski Middle School

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

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

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

It is the request of Pulaski County School Board that Pulaski Middle School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Michael J. Barbour Typed School Board Chair Name

 School Board Chair Signature

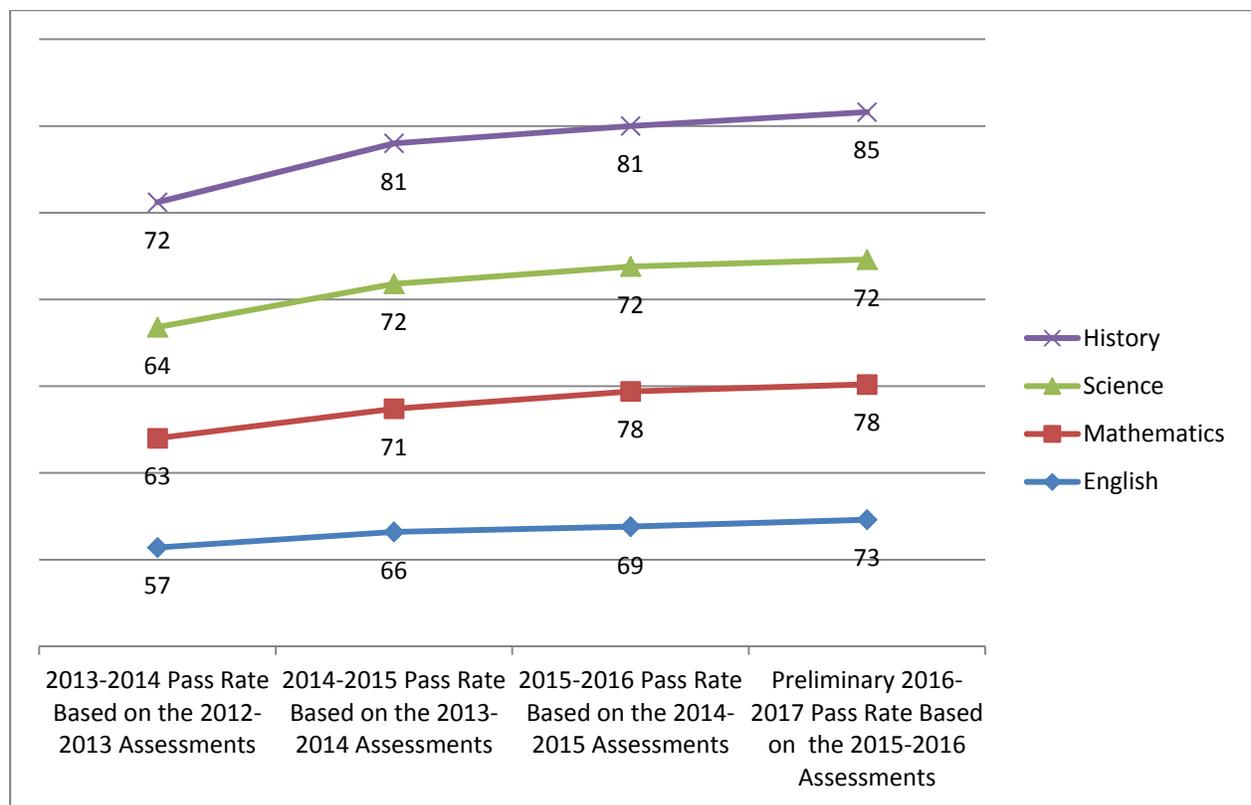
July 11, 2016 Date

School Information/Demographics

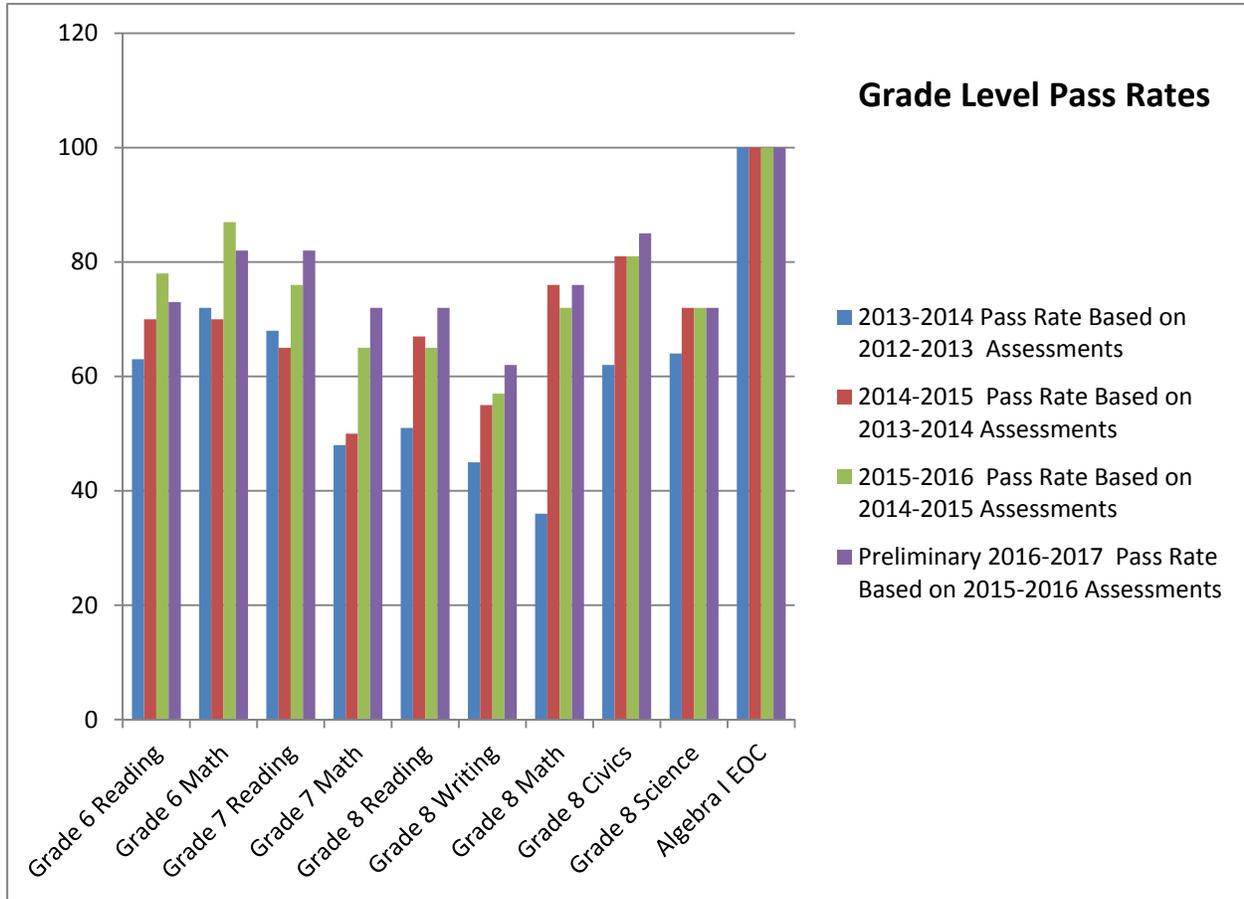
Division Pulaski County			Free/Reduced Lunch Eligible Percentage = 60%	
School- Pulaski Middle			Title I Model –NA	
	Grade Level	Enrollment	English Language Learners	Special Education
	6	156	2	26
	7	127	1	21
	8	118	1	26
	Total	401	4	73

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	57%	66%	69%	73%
Mathematics	63%	71%	78%	78%
Science	64%	72%	72%	72%
History	72%	81%	81%	85%
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A



Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Grade 6 Reading	63%	70%	78%	73%
Grade 6 Math	72%	70%	87%	82%
Grade 7 Reading	68%	65%	76%	82%
Grade 7 Math	48%	50%	65%	72%
Grade 8 Reading	51%	67%	65%	72%
Grade 8 Writing	45%	55%	57%	62%
Grade 8 Math	36%	76%	72%	76%
Grade 8 Civics	62%	81%	81%	85%
Grade 8 Science	64%	72%	72%	72%
Algebra I EOC	100%	100%	100%	100%
Geometry EOC	100%	100%	100%	n/a
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a



Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
6	6	2	1	1	0	2
7	8	1	3	4	0	1
8	6	1	3	2	1	0
PE	2	1			1	1
Exploratory	4.5	4	2	2	1	1
GATE	.5					1
Special Education	6	1	3	0	2	1
Total	33	9	12	9	5	7

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	7	21	
Number and percent of Exemplary teachers returning in 2016-2017	4	12	
Number and percent of Exemplary teachers leaving in 2016-2017	3	9	
Number and percent of teachers scoring Proficient in 2015-2016	26	79	
Number and percent of Proficient teachers returning in 2016-2017	21	64	
Number and percent of Proficient teachers leaving in 2016-2017	5	15	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017		0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	32	97	
Number and percent of provisionally licensed teachers in 2016-2017	1	3	
Number and percent of new teachers to the school in 2016-2017	8.5	26	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	MS – Curriculum and Instruction, Endorsed Educational Leadership, BS and endorsed – Mathematics (8-12)		
Total years of educational experience	35		
Total years as an Assistant Principal	7		
Total years as a Principal	3		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			2		
*Sought/Obtained An Educational Position Outside the Division			1		
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)		2	1		
Left During the School Year					
Retired from Profession		1	1		
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

Reconstitution Information

During the past three years, Pulaski Middle School has improved the school culture and instructional program by implementing the following reform strategies:

- scheduled year long, 88 minute blocks for all language arts and math classes;
- implemented data driven remediation blocks for reading, writing, and math;
- developed collaborative classes in language arts and math enabling all students with disabilities to have equal access to the general curriculum;
- presented professional development to staff that was provided by the Virginia Department of Education and the Office of School Improvement; and
- presented and monitored use of the Question-Answer Relationship reading strategy, storyboarding, word search, and other research-based strategies.

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instruction: Administration implemented 88 minute language arts classes.</p>	<p>Instruction: Administration will designate and monitor 50% of class time for reading and 50% for writing.</p>	<p>Instruction: Increase SOL writing and reading test scores to meet or exceed accreditation requirements in warned area of English.</p>
<p>Instruction: Teachers have autonomy in scheduling student use of instructional technology.</p>	<p>Instruction: Administration will create and monitor a schedule for student use of instructional technology. This will ensure all students have a minimum of 60 minutes of technology use weekly in reading/writing applications.</p>	<p>Instruction: Increase SOL test scores by focusing on TEI questions, multiple choice format, and short paper composition to meet or exceed requirements in warned area of English.</p>
<p>Instruction: Classroom walkthroughs by the administrative team have been sporadic with inconsistent feedback.</p>	<p>Instruction: Administration will create an observation schedule that will provide a minimum of one walk-through per week per English teacher. Focus will be on teacher professional standards and look-fors. Feedback will be discussed in weekly PLC meetings with English teachers.</p>	<p>Instruction: Increase the number of walkthroughs/observations with feedback based on the Office of School Improvement professional standards and look fors.</p>
<p>Instruction: Administration uses PowerSchool to randomly create student schedules for upcoming school year.</p>	<p>Instruction: Administration will create course schedules for students based on the strategic use of data. This will allow students scoring between 375 and 405 on previous Reading SOL tests to have additional instructional supports.</p>	<p>Instruction: Increase in SOL test scores to meet or exceed accreditation requirements in warned area of English.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Community Night – September – Dr. Paige Cash will present writing strategies to use at home. The Pulaski County Public library representatives will be present to inform parents and students about available library resources.	Increase reading and writing SOL scores by a minimum of 3 points
Community Night – February – Students will present a writing piece of their choice to families/friends at the Pulaski Middle School Writing Expo.	Increase writing SOL scores by a minimum of 3 points
Community Night – April – Guidance counselors will present test taking strategies and information about online test resources accessible from home.	Increase reading and writing SOL scores by a minimum of 3 points

Closing Rationale with Trajectory of Progress

Partially-Accredited Reconstitution Application for Pulaski Middle School is based on an upward trend in improved student achievement in core subject areas.

Standards of Learning test pass rates increased at Pulaski Middle School in English for the 2015-2016 school year (see SOL data pages 3 through 5). The school met or exceeded the accreditation benchmark of 70% in mathematics, science, and history. English pass rates increased from 69% in 2014-2015 to 73% in 2015-2016, falling short of the accreditation benchmark of 75% by two percentage points.

According to the upward trend in test results, Pulaski Middle School has made significant progress over the past three years. However, administration recognizes that there are areas of improvement needed to continue this upward trend. Moving forward, the administration, working collaboratively with the leadership team at the school and division level, will implement the proposed new practices indicated on page 9. These practices will provide teachers with essential time and feedback to focus on instructional strategies and resources necessary to improve student outcomes in order to reach or exceed the 75% benchmark in the warned area of English.

Pulaski Middle School expects to make full accreditation in 2016-2017.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	73%	>75%	>75%	>75%
Math				
Science				
History				

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

Attachment CC1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 83%	Gr 6-8: 82%	*57%	66%	69%	73%
Mathematics	73%	*71%	63%	71%	78%	78%
History and Social Sciences	*Gr 4-8: 75%	Gr 4-8: 76%	72%	81%	81%	85%
Science	Gr 5-8: 90%	Gr 5-8: 83%	*78%	72%	72%	72%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

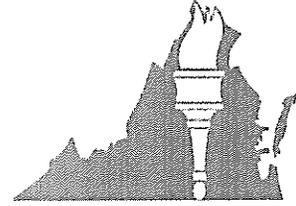
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	82%	83%	*61%	67%	72%	75%
English: Writing	80%	76%	45%	55%	57%	62%
History and Social Sciences	*67%	76%	72%	81%	81%	85%
Mathematics	72%	*56%	59%	68%	76%	77%
Science	89%	84%	*64%	72%	72%	72%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Richmond Public Schools

School: Blackwell Elementary

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

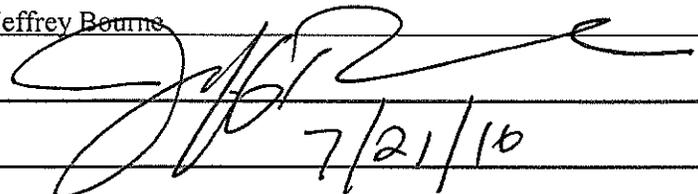
8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

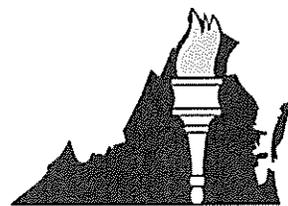
It is the request of Richmond Public School Board that Blackwell Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Jeffrey Bourne _____ Typed School Board Chair Name

 _____ School Board Chair Signature

7/21/16 _____ Date

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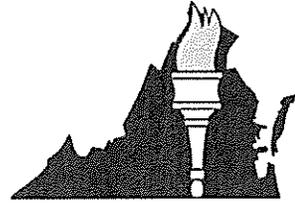


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School Information/Demographics

Division	Free/Reduced Lunch Eligible Percentage			
Richmond City Public Schools	100%			
School	Title I Model			
Blackwell	Title I/Priority			
	Grade Level	Enrollment	English Language Learners	Special Education
	K	64	0	8
	1	61	0	8
	2	80	0	13
	3	63	0	12
	4	60	0	16
	5	70	0	21
	Total	398	0	78

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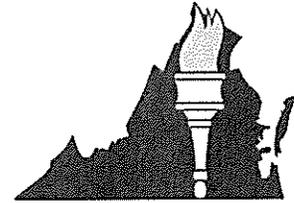
Office of School Improvement *Partially Accredited: Reconstituted School Application*

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	41	59	56	47
Mathematics	51	60	58	48
Science	54	53	60	36
History	71	66	81	67
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Grade 3	35	50	58	41

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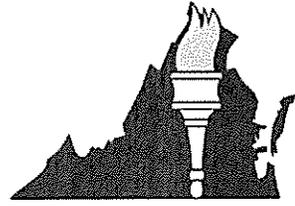
Office of School Improvement Partially Accredited: Reconstituted School Application

Reading				
Grade 3 Math	37	39	65	43
Grade 4 Reading	41	63	45	45
Grade 4 Math	68	81	73	51
Grade 5 Reading	31	51	59	48
Grade 5 Math	36	40	59	49
Grade 5 Science	39	59	61	37
Grade 5 VA Studies	77	77	81	66
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016-2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	4	1	0	0	2	2
1	4	0	1	0	2	1
2	4	0	1	0	2	1
3	3	1	2	0	1	0
4	3	2	1	1	1	0
5	3	1	1	0	2	0
Special Education	6	1	4	0	1	1
Total	27	6	10	1	11	5

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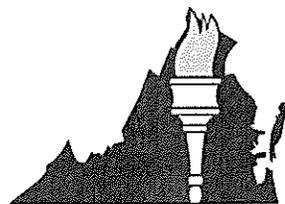
Office of School Improvement *Partially Accredited: Reconstituted School Application*

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	39	0	
Number and percent of Exemplary teachers returning in 2016-2017		0	
Number and percent of Exemplary teachers leaving in 2016-2017		0	
Number and percent of teachers scoring Proficient in 2015-2016	38		
Number and percent of Proficient teachers returning in 2016-2017	30		
Number and percent of Proficient teachers leaving in 2016-2017	7		
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	1		
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	1		
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0		
Number and percent of teachers scoring Unacceptable in 2015-2016	0		
Number and percent of Unacceptable teachers returning in 2016-2017	0		
Number and percent of Unacceptable teachers leaving in 2016-2017			
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching

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Office of School Improvement

Partially Accredited: Reconstituted School Application

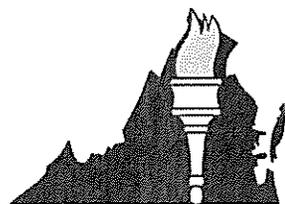
Number and percent of teachers fully licensed in 2016-2017			
Number and percent of provisionally licensed teachers in 2016-2017	1		
Number and percent of new teachers to the school in 2016-2017	6		
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0		
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0		
Principal Information/Instructional Background			
Degree area (s)	No assigned Principal at this time.		
Total years of educational experience			
Total years as an Assistant Principal			
Total years as a Principal			

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each **proficiency level**. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					

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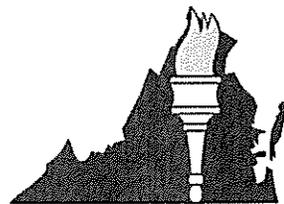
Office of School Improvement

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*Sought/Obtained An Educational Position Outside the Division			3	0	
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)			1	0	
Left During the School Year			1		
Retired from Profession			1		
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance

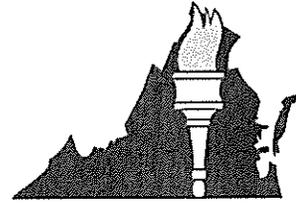
Instructional Program

Staff

Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program: Currently, the school is utilizing Benchmark Literacy as a resource.</p>	<p>Benchmark Literacy will be implemented with fidelity during the 2016/17 school year. The phonemic component will be added to the instructional program in hopes to strengthen the K-2 reading instruction.</p>	<p>Spring SOL performance for students in grades 3-5 will show at minimum a 10% gain moving from 56% to 66% in reading. The Spring PALS assessment will show that each of the students identified in the Fall experience gains.</p>
<p>Instructional Program: Currently, the school is utilizing Envision Math as a resource.</p>	<p>Envision Math, a research based program, will be implemented with fidelity during the 2016/17 school year. They will also review all lessons in the program to ensure alignment to the VDOE Curriculum Framework.</p>	<p>Spring SOL performance for students in grades 3-5 will show at minimum a 12% gain moving from 58% to 70% in mathematics.</p>
<p>Staff: The Principal of Blackwell Elementary School Retired at the end of the 2015/16 school year.</p>	<p>The school will hire a new principal to lead the academic program at Blackwell.</p>	<p>Though documentation of weekly Administrative Team Meetings, with all parties in</p>

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

<p>One Assistant Principal of Blackwell was transferred to support another elementary school within the division.</p>	<p>A new Assistant Principal has been assigned to Blackwell Elementary School.</p>	<p>attendance and collaborating, the school culture and academic achievement of students will increase as evidenced on SOL Performance and PALS assessments and the decline as indicated by the discipline report.</p>
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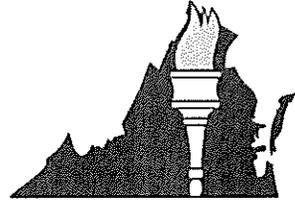
Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<ul style="list-style-type: none"> ● Increased parental participation in PTA September 2016- June 2017/ Ongoing ● Monthly Calendar of parental involvement and volunteerism per class September 2016- June 2017 -Ongoing 	<ul style="list-style-type: none"> ● United School Community <ul style="list-style-type: none"> ● Parental Investment Identified / Curriculum Awareness / A developed Community of Learning
<ul style="list-style-type: none"> ● Prepare a calendar of PTA Activities / Programs School- Wide Events (Student, Teacher and Participation) September 2016- June 2017 	<ul style="list-style-type: none"> ● Review and Presentation of content taught and understanding of concepts
<ul style="list-style-type: none"> ● Literacy and Mathematics Night 1x each Nine Weeks 	<ul style="list-style-type: none"> ● Increased knowledge of content areas, parental awareness and support Increase in student academic performance

Closing Rationale with Trajectory of Progress

The Trajectory of Progress is reasonable and attainable. The school is expected to experience an 18% point gain in English over a 3 year period. A similar amount of gains (17%) are expected in

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Office of School Improvement

Partially Accredited: Reconstituted School Application

the area of mathematics. The school experienced a significant decline in the areas of science and history this school year. The school declined from 60% to 36%; therefore, the expectation that the school will attain a 26% point gain in Science over a 3 year period is realistic. It is hoped that the school will reach full accreditation over the three (3) year period.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	47	52	57	65
Math	48	53	58	65
Science	36	46	54	62
History	67	70	73	76

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

Attachment DD1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 80%	Gr 3-5: 77%	*41%	59%	56%	48%
Mathematics	84%	*74%	51%	58%	70%	49%
History and Social Sciences	*Gr 3: 73% *Gr 4-8: 79%	Gr 3: 65% Gr 4-8: 71%	71%	66%	81%	70%
Science	Gr 3: 76% Gr 5-8: 67%	Gr 3: 64% Gr 5-8: 51%	*54%	53%	60%	37%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

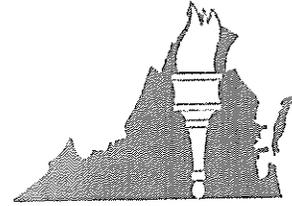
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	82%	76%	*35%	54%	53%	46%
English: Writing	72%	80%	49%	64%	N/A	N/A
History and Social Sciences	*77%	73%	73%	66%	81%	68%
Mathematics	85%	*47%	46%	53%	66%	48%
Science	75%	62%	*55%	53%	61%	36%

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

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Richmond Public Schools

School: Chimborazo Elementary

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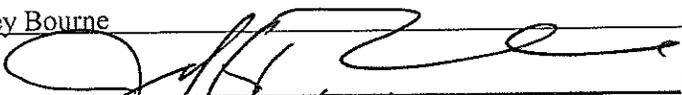
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As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating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

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

It is the request of Richmond Public School Board that Chimborazo Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Jeffrey Bourne _____ Typed School Board Chair Name

 _____ School Board Chair Signature

7/21/12 _____ Date

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage	
Richmond Public Schools			
School		Title I Model	
Chimborazo		Title I	
Grade Level	Enrollment	English Language Learners	Special Education
Total	416	0	61
K	75	0	1
1	77	0	4
2	74	0	9
3	71	0	17
4	65	0	19
5	54	0	11

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Office of School Improvement
Partially Accredited: Reconstituted School Application

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	41	58	53	48
Mathematics	44	65	60	47
Science	60	68	74	78
History	64	66	58	57
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Grade 3 Math	24	58	47	18
Grade 3 Reading	29	40	41	22
Grade 4 Math	32	38	40	38
Grade 4 Reading	32	38	40	43
Grade 5 Math	55	77	76	70
Grade 5 Reading	44	67	70	60
Grade 5 Science	64	74	75	77
Grade 5 VA Studies	73	67	62	53
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Staff Information

Grade Level/ Content	Number of Teachers	New to School for	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement Partially Accredited: Reconstituted School Application

		2016-2017				
K	4		1	2	1	0
1	4		0	1	2	1
2	5		1	1	2	0
3	4		2	0	2	0
4	4		1	0	2	1
5	4		2	1	1	0
Special Education						
Total						

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	6	15	
Number and percent of Exemplary teachers returning in 2016-2017	5	66	
Number and percent of Exemplary teachers leaving in 2016-2017	2	33	
Number and percent of teachers scoring Proficient in 2015-2016	28	72	
Number and percent of Proficient teachers returning in 2016-2017	24	86	
Number and percent of Proficient teachers leaving in 2016-2017	4	14	
Number and percent of teachers scoring Developing/Needs	4	10	

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

Improvement in 2015-2016			
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	1	25	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	3	75	
Number and percent of teachers scoring Unacceptable in 2015-2016	1	2	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	1	100	
	Number of All Teachers	Percent of All Teachers	Area of Teaching
Teacher Licensure Information			
Number and percent of teachers fully licensed in 2016-2017	36	100	
Number and percent of provisionally licensed teachers in 2016-2017	0	0	
Number and percent of new teachers to the school in 2016-2017	8	22	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Assistant Principal Information/Instructional Background			
Degree area (s)	Elementary Education-Reading		
Total years of educational experience	15		
Total years as an Assistant Principal	4		
Total years as a Principal			

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are

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Office of School Improvement

Partially Accredited: Reconstituted School Application

not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division		1	1	1	1
*Sought/Obtained An Educational Position Outside the Division			3	1	
*Sought/Obtained A Non-Educational Position Outside the Division				1	
Advanced in Profession				1	
Left Solely for Higher Pay					
Personal Reasons (family, health, education)		1			
Left During the School Year	2				

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Retired from Profession					
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination	2				
Dismissed/Non-Renewed					1
Other Reasons Not Identified Above					

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

<p>GOVERNANCE New principal each year for the past 2 years.</p>	<p>GOVERNANCE New Administrative team.</p>	<p>GOVERNANCE New principal and new assistant principal to present new ideas and relationship building activities to assist teachers and students with bonding.</p>
<p>GOVERNANCE 2 full time teachers acting as IB Coordinators</p>	<p>GOVERNANCE One Full time IB Coordinator hired as an 11 month employee.</p>	<p>GOVERNANCE All teachers will receive intense training on inquiry based learning which will increase the academic achievement of the students.</p>
<p>INSTRUCTIONAL PROGRAM All teachers are responsible for teaching all subjects K-5.</p>	<p>INSTRUCTIONAL PROGRAM Teams in grades 3-5 will be departmentalized to allow teachers to focus on specific subject matter.</p>	<p>INSTRUCTIONAL PROGRAM Teachers will become more skilled in teaching the standards outlined in their subject matter and Title I support will be more targeted to allow for increased coaching for teachers and student intervention groups.</p>
<p>INSTRUCTIONAL PROGRAM Collaborative planning is utilized on all grade levels to structure grade level team planning once a week in addition to PD on Fridays.</p>	<p>INSTRUCTIONAL PROGRAM The collaborative planning model will be expanded to 2 days a week on all grade levels to ensure in-depth planning for reading and math to include formative assessments.</p>	<p>INSTRUCTIONAL PROGRAM This will allow for equity in the curriculum and increased student achievement through detailed planning for all components of the lesson. It will also increase teachers' ability to unpack the standards and write aligned SOLs.</p>

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

<p>INSTRUCTIONAL PROGRAM One co-taught exceptional education class was implemented during the school year</p>	<p>INSTRUCTIONAL PROGRAM All grade levels will move toward co-taught classrooms and away from the self-contained model for students with special education needs.</p>	<p>INSTRUCTIONAL PROGRAM This will allow for students with special education needs to receive instruction with their general education peers and on grade level.</p>
<p>STAFF There is a 25 % turnover rate for teachers as of June 2016.</p>	<p>STAFF Out of the 8 vacant positions for the 2016-2017 school year, 4 have been filled. There are still VPI, 2nd, 4th and 5th grade positions open.</p>	<p>STAFF All new teachers will be assigned to a mentor and an administrator to ensure his/her success.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Student/Family Orientation	Families will visit the school prior to the opening day to meet with teachers and staff and receive preliminary information regarding academic expectations and guidelines for the school term. Supplies and books are given to students.
Junior League Family Reading Night	In partnership with members of Junior League, our families will be provided with an evening of hands-on opportunities with literacy activities
Chat and Chew	At these meetings the parents of our students will interact with the administrative team, CIS, and Title I to gain information about how they can support their children socially, emotionally, and academically. Make and Take games will be

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

	created for parents to use at home with students.
Student/Family Orientation	Families will visit the school prior to the opening day to meet with teachers and staff and receive preliminary information regarding academic expectations and guidelines for the school term. Supplies and books are given to students.
One School, One Book	Students and families will be engaged in reading a selected book as a school community. There will be a kick-off assembly for families to pique students' interest in the book. The book will be a read-aloud/shared reading for Pre-K-1 students with parents; students in grades 2-5 will read assigned chapters nightly in order to answer daily trivia questions.
Family Math Game Night	Students and their families will be involved with various hands-on math games to increase math facts fluency and concepts.
Chat and Chew Meetings	At these meetings the parents of our students will interact with the administrative team, CIS, and Title I to gain information about how they can support their children socially, emotionally, and academically. Make and Take games will be created for parents to use at home with students.
IB Family Night	Families will visit the school to participate in IB oriented activities to assist them in understanding the curriculum and philosophy of IB-PYP.
Annual Parent/Staff Basketball Game	The community and families are invited to cheer on the staff and parents in this relationship

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

	building annual activity.
Annual Thanksgiving Dinner	This is an annual event for the staff of Chimborazo to show appreciation for the families as a dinner is provided and served to the families by the staff.

Closing Rationale with Trajectory of Progress Based on preliminary data for the 2015-2016 school year, there was a significant change in math scores from last school year. The math scores for 3rd grade decreased by 29 points. This was the first year of the CAT test for 3rd grade students new to SOL testing. Since this is an adjustable test, students are not allowed to go back and review their answers. Once it is answered they must move on to the next question, which could have had an impact on the outcome. This will be a focus for the next school year, which should allow for growth. There was no significant change from last school year with the other content area outcomes.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	48	53	61	65
Math	47	52	57	61
Science	78	80	82	84
History	57	61	67	70

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

Attachment DD1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 84%	Gr 3-5: 86%	*41%	58%	53%	48%
Mathematics	85%	*78%	44%	65%	60%	47%
History and Social Sciences	*Gr 3: 75% *Gr 4-8: 71%	Gr 3: 78% Gr 4-8: 86%	73%	71%	58%	57%
Science	Gr 3: 86% Gr 5-8: 77%	Gr 3: 83% Gr 5-8: 87%	*74%	71%	74%	78%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

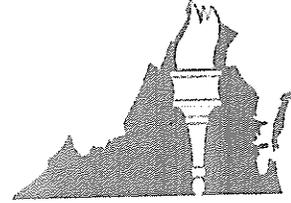
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	78%	83%	*35%	48%	50%	43%
English: Writing	99%	90%	64%	84%	N/A	N/A
History and Social Sciences	*73%	83%	67%	66%	62%	58%
Mathematics	85%	*51%	41%	61%	57%	44%
Science	79%	85%	*62%	71%	75%	78%

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

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Richmond Public Schools

School: George Mason Elementary

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

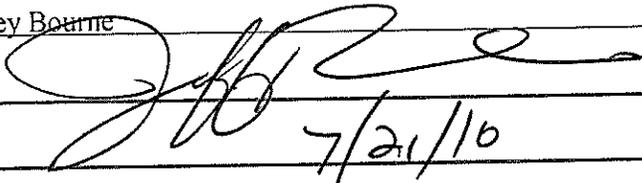
8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Richmond Public School Board that George Mason Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Jeffrey Bourne _____ Typed School Board Chair Name

 _____ School Board Chair Signature

7/21/16 _____ Date

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

School Information/Demographics

Division	Free/Reduced Lunch Eligible Percentage		
Richmond City Public Schools	97%		
School	Title I Model		
George Mason Elementary	Schoolwide		
Grade Level	Enrollment	English Language Learners	Special Education
K	79	0	8
1	78	0	11
2	95	0	18
3	97	0	18
4	52	0	10
5	48	0	11
Total	449	0	76

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate	2014-2015 Pass Rate	2015-2016 Pass Rate	Preliminary 2016-2017

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Office of School Improvement

Partially Accredited: Reconstituted School Application

	Based on 2012-2013 Assessments	Based on 2013-2014 Assessments	Based on 2014-2015 Assessments	Pass Rate Based on 2015-2016 Assessments
English	45	60	45	50
Mathematics	45	70	63	56
Science	53	82	86	60
History	75	60	52	62
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

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Office of School Improvement
Partially Accredited: Reconstituted School Application

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Grade 3 Math	24	63	53	46
Grade 3 Reading	32	44	41	45
Grade 4 Math	56	70	78	57
Grade 4 Reading	44	54	47	37
Grade 5 Math	48	68	53	68
Grade 5 Reading	36	63	48	54
Grade 5 Science	59	56	52	61
Grade 5 VA Studies	85	89	85	59
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016-2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	5	1	2	0	1	2
1	4	1	2	0	1	1
2	5	2	2	0	1	1
3	5	0	0	1	0	4
4	2	1	0	1	0	1
5	2	0	0	0	0	2
Special Education	5	0	3	0	0	2
Total	28	5	9	1	3	13

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page

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Office of School Improvement

Partially Accredited: Reconstituted School Application

Number and percent of all teachers scoring Exemplary in 2015-2016	4	14%	
Number and percent of Exemplary teachers returning in 2016-2017	4	14%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	21	75%	
Number and percent of Proficient teachers returning in 2016-2017	18	64%	
Number and percent of Proficient teachers leaving in 2016-2017	3	11%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	2	7%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	2	7%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	1	3%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	1	3%	
	Number of All Teachers	Percent of All Teachers	Area of Teaching
Teacher Licensure Information			
Number and percent of teachers fully licensed in 2016-2017	26	93%	
Number and percent of provisionally licensed teachers in 2016-2017	2	7%	
Number and percent of new teachers to the school in 2016-2017	5	18%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0%	

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Office of School Improvement Partially Accredited: Reconstituted School Application

Principal Information/Instructional Background	
Degree area (s)	PK - 4, Administration and Curriculum
Total years of educational experience	39
Total years as an Assistant Principal	8
Total years as a Principal	8

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	0	0	0	0	0
*Sought/Obtained An Educational Position Outside the Division	0	0	3	0	0
*Sought/Obtained A Non-Educational Position Outside the Division	0	0	0	0	0
Advanced in Profession	0	0	0	0	0

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Office of School Improvement

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Left Solely for Higher Pay	0	0	0	0	0
Personal Reasons (family, health, education)	1	0	0	0	0
Left During the School Year	0	0	0	0	0
Retired from Profession	0	0	0	0	0
Left Profession/Field	0	0	0	0	0
Resigned In Lieu of Dismissal/Termination	0	0	0	0	0
Dismissed/Non-Renewed	1	0	0	0	0
Other Reasons Not Identified Above	0	0	0	0	0

*non-duplicate

Reconstitution Information

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Office of School Improvement

Partially Accredited: Reconstituted School Application

Mark **all** applicable areas of reconstitution:

Governance

Instructional Program

Staff

Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
Governance: Attendance team meets sporadically during the month	Fidelity to rules and regulations of Richmond Public Schools attendance meeting guidelines	As a result of following the criteria for attendance meeting student attendance will increase from 91% -95% and teams will follow a schedule of meeting dates
Instruction: Observations of classroom teachers are made by both Administrators for specific grade levels	Observations of classroom teachers will be done by both administrators across all grade levels	Observations of classroom teachers will increase by 25%
Student Population: George Mason has a high number of out of school suspensions	Family meetings, RPS Discipline Policy, Schoolwide Discipline Plan and interventions from Positive Behavior Intervention Supports will be mandated, scheduled and followed by all administrators, teachers, support staff, parents and students	Out of school suspensions will decrease by 25%

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<p>Instruction: Vocabulary Development and Comprehension are the areas of greatest need in reading</p> <p>Numeration, decimals and fractions are areas that need strengthening in math</p>	<p>Continued support to classroom teachers through schoolwide and district professional developments</p> <p>Support from the Title I Math teacher and the RPS Instructional Specialist for Math for Pop-Ups and Professional Development will continue for all classroom teachers</p>	<p>Scores on PALS for grades K-3 as well as scores in reading SOLs in grades 3-5 will increase by 5 points</p> <p>Scores on Math SOLs will increase by 5 points</p>
<p>Staff: Classroom teachers are in need of continuous strategies for teaching and learning</p>	<p>Encourage staff to attend more conferences and outside professional developments</p>	<p>Increased skill sets for classroom teachers which will increase teaching skills and capacity</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Administrators' Tea	Parents will be informed of the expectations of the school year in all areas:

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Partially Accredited: Reconstituted School Application

September 2016	attendance, behavior and academics
The Impact of Title I October 2016	Title I teachers will present their programs and discuss the ways they support the students in both Reading and Math through interventions and collaboration
Assessment Land November 2016	During a parent meeting, testing coordinators will share all of the assessments that will be given during the year in each group; grades K-2 and grades 3-5
Parent Cadres Kindergarten - Third Grades November 2016- May 2017	Each month volunteers and staff members meet with parents and children one hour before school to reinforce specific reading strategies
Literacy Night Book Fair December 2016	Title I Reading and classroom teachers will present fun-filled activities in reading Media Specialist/Volunteers will sponsor a book fair so that collections in home libraries will be increased
Math Night February 2017	Title I Math and classroom teachers will present activities for parents and students
STEM Night March/April 2017	Science Lead and Technology teachers will present activities for students and parents Specifically targeting SOL objectives in Science
Assessment Land May 2017	Review of the EOY assessments will be given to parents during a chew and chat with Administrators, Title I teachers and Testing Coordinators

Closing Rationale with Trajectory of Progress

George Mason is working towards the goals that have been put before us in the Trajectory of Progress Chart below. In order for us to be successful in meeting our target the following must happen. Administrators must be committed to being model examples of

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Office of School Improvement

Partially Accredited: Reconstituted School Application

professionalism, sharing feedback from classroom observations and providing meaningful professional developments. Instructional staff must provide excellent lesson plans, clear learning targets and rigorous instruction. Parents/students must be supportive in increasing student attendance and decreasing negative student behaviors. Volunteer and community support is always appreciated as an enhancement to our program. Even though a 5 point gain was made this year in Reading and 10 points were gained in Science, continuous fidelity to the RPS curriculum is certainly necessary in order for us to meet our target in 2018-2019.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	50	55	60	65
Math	56	60	64	70
Science	60	64	70	73
History	62	65	69	73

**Virginia Department of Education
State/Federal Accountability Data
George Mason Elementary
Grades: PK - 05
Richmond City**

Attachment DD1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 87%	Gr 3-5: 85%	*45%	60%	45%	50%
Mathematics	86%	*76%	45%	70%	63%	56%
History and Social Sciences	*Gr 3: 90% *Gr 4-8: 91%	Gr 3: 86% Gr 4-8: 90%	75%	82%	86%	79%
Science	Gr 3: 87% Gr 5-8: 77%	Gr 3: 87% Gr 5-8: 93%	*76%	60%	52%	60%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

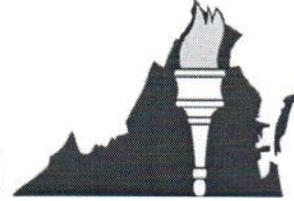
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Did Not Meet All Federal AMOs - MHE	Title I - School Wide Program
2014-2015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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	83%	82%	*38%	54%	43%	48%
English: Writing	96%	89%	70%	70%	N/A	N/A
History and Social Sciences	*92%	88%	77%	87%	86%	63%
Mathematics	85%	*61%	43%	67%	61%	55%
Science	83%	90%	*56%	63%	52%	62%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Richmond Public Schools

School: G. H. Reid Elementary

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of Richmond Public School Board that G.H. Reid School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Jeffrey Bourne Typed School Board Chair Name

School Board Chair Signature

Date

Richmond City Public Schools

G.H. Reid Elementary School

Division: Richmond Public Schools

School: G. H. Reid Elementary

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

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It is the request of Richmond Public School Board that G.H. Reid School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

_____ Jeffrey Bourne Typed School Board Chair Name

_____ School Board Chair Signature

_____ Date

School Information/Demographics

Division	Free/Reduced Lunch Eligible Percentage
Richmond Public Schools	71%
School	Title I Model
G.H. Reid Elementary School	Title I/Priority

Grade Level	Enrollment	English Language Learners	Special Education
K	112	48	3
1st	133	55	3
2nd	121	50	7
3rd	113	32	8
4th	92	39	13
5th	76	19	12
Total	647	243	46

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	58	48	56	56
Mathematics	48	47	54	70
Science	71	47	42	67
History	75	60	59*	60
Graduation and Completion Index (if applicable)	na	na	na	na

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessment s	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Grade 3 Math	30	40	55	67
Grade 3 Reading	47	36	48	58
Grade 4 Math	47	48	49	66
Grade 4 Reading	44	25	46	45
Grade 5 Math	44	24	47	69
Grade 5 Reading	50	39	53	54
Grade 5 Science	71	44	42	68
Virginia Studies	74	60	57	59
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	7	2	3	2	2	0
1st	7	3	4	2	0	1
2nd	6	1	3	0	3	0
3rd	7	1	3	2	0	2
4th	3	2	2	0	1	0
5th	3	0	2	0	1	0
Special Education	7	0	0	3	1	3
Total	40	9	17	10	8	6

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Teacher Performance and Mobility Information			
Number and percent of all teachers scoring Exemplary in 2015-2016	3	6%	
Number and percent of Exemplary teachers returning in 2016-2017	0	0%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	45	87%	
Number and percent of Proficient teachers returning in 2016-2017	39	75%	
Number and percent of Proficient teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	4	7%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	3	6%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	3	6%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
	Number of All Teachers	Percent of All Teachers	Area of Teaching
Teacher Licensure Information			
Number and percent of teachers fully licensed in 2016-2017	48	92%	
Number and percent of provisionally licensed teachers in 2016-2017	4	8%	
Number and percent of new teachers to the school in 2016-2017	10	19%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	N/A
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0%	N/A
Principal Information/Instructional Background			
Degree area (s)	Masters in Educational Leadership Pre-K thru 5; Interdisciplinary Studies K-5		
Total years of educational experience	21		

Total years as an Assistant Principal	8
Total years as a Principal	2

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division		0	4	0	0
*Sought/Obtained An Educational Position Outside the Division		2	7	1	
*Sought/Obtained A Non-Educational Position Outside the Division		0	0	0	0
Advanced in Profession		0	0	0	0
Left Solely for Higher Pay		0	0	0	0
Personal Reasons (family, health, education)		0	0	0	0
Left During the School Year		0	0	0	0
Retired from Profession		1	0	0	0
Left Profession/Field		0	0	0	0
Resigned In Lieu of		0	0	0	0

Richmond City Public Schools

G.H. Reid Elementary School

Dismissal/Termination					
Dismissed/Non-Renewed		0	0	0	0
Other Reasons Not Identified Above		0	7	0	0

*non-duplicate

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

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
Instructional Program: Benchmark Literacy as a resource	Instructional Program: Implement Benchmark Literacy (research-based) to fidelity and implementing the phonics program.	Reduce failure rate by ???and progress towards full accreditation
Instructional Program: Envision Math as a resource	Instructional Program Implement Envision Math (research-based) to fidelity.	Reduce failure rate by ??? and progress towards full accreditation
Instructional Program: iLit ??	The iLit program will provide a connection from the foreign language spoken to the english language	Students will increase their understanding of the English Language and apply their knowledge to all subject areas.
Reading: Currently a 2 hour block is devoted to reading instruction	Maximize instructional time within the 2 hour block by defining the timeframe to ensure students obtain the necessary components of reading to include reading fluency, phonemic awareness, oral language, vocabulary development, fictional/nonfictional text, grammar and written expression.	Increase SOL scores in the area of reading, improve instructional reading levels, and PALS scores. This approach should also increase literacy in other subject areas, increasing SOL scores as an ending result leading towards full accreditation.
Math: Currently, 90 minutes are devoted to the math block.	Maximize instructional time within the 90 minute block by defining the timeframe to ensure students obtain the necessary components of math to include daily reviews of number sense, understanding numeric relationships, problems of the day, remediation, and guided/independent practice.	Improved student achievement leading toward full accreditation; better understanding from parents who need strategies in order to assist their children

Richmond City Public Schools

G.H. Reid Elementary School

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Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Reading: Home library; Reid Raven Student Book Club <ul style="list-style-type: none"> ● September-K-5 Build a home library ● October-May: K- students receive books to build on their home library ● October-May: Home reading program and establish Reid Raven Student Book Club ● Ongoing professional development for teachers 	Improved student reading comprehension, vocabulary, fluency leading to gains in SOL scores by 10 points, increased parental involvement, increased instructional comfort for teachers teaching reading, and full accreditation.
Math: <ul style="list-style-type: none"> ● October/November and April/May Family Math Night ● Ongoing Math Whiz competitions (consistent review of basic math facts) ● Ongoing professional development for teachers 	Improved student achievement leading to gains in SOL scores by 5 to 10 points, increased parental involvement, increased instructional comfort for teachers teaching math, and full accreditation.

Closing Rationale with Trajectory of Progress

Based on preliminary data for the 2015/2016 school year, G. H. Reid has exhibited significant gains in both the reading and math areas. It is our goal to achieve full accreditation by the end of the 2016/2017 school year. We anticipate continuing gains to exceed the progress indicated in the trajectory below.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	56	60	64	68
Math	70	73	76	78
Science	67	70	73	76
History	60	64	67	70

The division will continue to monitor and support the increased capacity for teaching and learning. We respectfully request the school to receive Partial Accreditation-Reconstituted School status for the 2016-2017 school year.

**Virginia Department of Education
State/Federal Accountability Data
G.H. Reid Elementary
Grades: PK - 05
Richmond City**

Attachment DD1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 86%	Gr 3-5: 87%	*78%	48%	56%	60%
Mathematics	89%	*80%	48%	47%	54%	75%
History and Social Sciences	*Gr 3: 77% *Gr 4-8: 71%	Gr 3: 82% Gr 4-8: 92%	75%	74%	72%	62%
Science	Gr 3: 83% Gr 5-8: 80%	Gr 3: 88% Gr 5-8: 78%	*71%	47%	43%	70%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

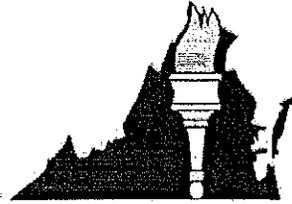
Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Made AYP	Title I - School Wide Program
2012-2013	2011-2012	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	86%	83%	*47%	37%	49%	53%
English: Writing	81%	86%	70%	59%	N/A	N/A
History and Social Sciences	*73%	86%	75%	60%	58%	60%
Mathematics	87%	*51%	41%	37%	51%	67%
Science	81%	77%	*71%	44%	42%	67%

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



VIRGINIA DEPARTMENT OF EDUCATION

Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Richmond Public Schools

School: Ginter Park Elementary

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Richmond Public School Board that Ginter Park Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Jeffrey Bourne Typed School Board Chair Name

School Board Chair Signature

7/12/16

Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage	
Richmond Public Schools		64%	
School		Title I Model	
Ginter Park Elementary		Title I/ Priority	
Grade Level	Enrollment	English Language Learners	Special Education
K	64	1	10
1	60	1	11
2	48	2	8
3	57	0	12
4	55	0	17
5	46	1	11
Total	330	5	69

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	37	58	64	69
Mathematics	45	75	77	80
Science	52	68	58	76
History	80	79	70	69
Graduation and Completion Index (if applicable)	na	na	na	na

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Grade 3 Math	31	55	70	73.21%
Grade 3 Reading	36	53	59	62.50%
Grade 4 Math	45	84	87	74.55%
Grade 4 Reading	28	53	58	60.00%
Grade 5 Math	34	67	77	76.09%
Grade 5 Reading	27	53	73	69.57%
Grade 5 Science	29	63	63	71.11%
Virginia Studies	76	71	70	69.09%
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	3	1	0	1	1	1
1	4	2	3	0	1	0
2	4	0	0	0	3	1
3	4	1	1	2	1	0
4	3	1	1	1	1	0
5	2	0	1	0	0	1
Special Education	5	0	0	1	1	3
Total	25	2	6	5	8	6

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	9	39%	
Number and percent of Exemplary teachers returning in 2016-2017	9	39%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	14	60%	
Number and percent of Proficient teachers returning in 2016-2017	14	60%	
Number and percent of Proficient teachers leaving in 2016-2017	4	17%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	1	.04%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	1	.04%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	23	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0%	
Number and percent of new teachers to the school in 2016-2017	4	17%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	N/A
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that	0	0%	N/A

may be employed more than 45 days.)			
Principal Information/Instructional Background			
Degree area (s)	Master's Degree - Administration and Supervision, PK - 12		
Total years of educational experience	27		
Total years as an Assistant Principal	4		
Total years as a Principal	8		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	N/A	0	0	0	0
*Sought/Obtained An Educational Position Outside the Division	N/A	0	1	0	0
*Sought/Obtained A Non-Educational Position Outside the Division	N/A	0	1	0	0
Advanced in Profession	N/A	0	0	0	0
Left Solely for Higher Pay	N/A	0	0	0	0
Personal Reasons (family, health, education)	N/A	0	2	0	0
Left During the School Year	N/A	0	0	0	0
Retired from Profession	N/A	0	0	0	0
Left Profession/Field	N/A	0	1	0	0
Resigned In Lieu of	N/A	0	0	0	1

Dismissal/Termination					
Dismissed/Non-Renewed	N/A	0	0	0	0
Other Reasons Not Identified Above	N/A	0	0	0	0

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
Benchmark Literacy, the research based ELA program, was utilized as a resource for grades K-5.	The Benchmark Literacy Program will be implemented with fidelity. The phonics component will be procured and used to support the development of students in grades K-2 to further strengthen the instructional program.	The students will show an increase in their acquisition of reading skills as indicated by the Spring SOL assessments for grades 3-5 and via PALS data for grades K-2.
Administration meets with each grade level weekly to both train and articulate instructional best practices, inclusive of: unpacking the standard, vocabulary focus, QAR/CRA, asset mapping.	Teachers will work as a team to present effective lessons as evidenced by a correlation of instruction and formative assessments.	Teachers will strengthen their community of practice which will translate into the making of effective decision-making as it relates to instruction.
Classroom observations are conducted daily to include walk-throughs, time-on-task and formals with immediate feedback.	Classroom observations will place high emphasis on daily learning targets to include all components (conditions, behaviors and criteria), PBIS, student accountability measures and timely use of data as it relates to formative assessments.	With all components aligned, students will gain an increased understanding of their role as an active learner.
Positive Behavioral Interventions and Supports establish routines and procedures to promote consistency throughout the school.	Teachers will write plans for instructing students in the area of cooperation in an effort to decrease classroom disruption.	Students will take better ownership of their behaviors, leading to a better understanding of the correlation between classroom disruption and academic performance.

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Parent Empowerment Workshops - teachers provide parents with an overview of strands in correlation to strategies prior to the start of each nine weeks.	Students and parents will work together to improve skills, practicing the standards correctly and decrease frustration as it relates to difficult topics while building better confidence in student learning.
Moving with Math (Title I/Fit4Kids) - During the fall and spring, parents work alongside their children to engage in math activities to include physical movement.	Students and their parents will find ways to build their capacity for learning math skills relative to real-world application.
Family Literacy Night - Through a partnership with the Junior League, families work together to promote wide - reading a minimum of twice yearly.	Students will increase their aptitude for reading and work to build upon their comprehension of text through inquiry and crafts.

Closing Rationale with Trajectory of Progress

The staff of Ginter Park Elementary exhibits a wide array of experience as well as instructional ability. Over the past two years, the school has experienced a 17% change in staff, due to changes within the family structure, securing jobs outside of the realm of education or retirement. Grade levels affected by these changes include kindergarten, first , third and fourth .

Teacher teams are afforded weekly building-level professional development opportunities to strengthen skills in the areas of both reading and mathematics. During the 2015 – 2016 these opportunities were increased from two days to now three. Each Tuesday, teachers meet in the school’s Media Center to receive training on such topics as word study, PALS data, and other strategies to increase student reading aptitude as aligned to the SOL. Integration of skill (specifically in the area of science) and peer observation seminars were provided via the external partner, Community Technical Assistance Center (CTAC). The Mathematics Resource Instructional Specialist continues to provide Friday professional development in an effort to increase instructional proficiency in challenging areas such as problem solving following a four-step model, implementation of CRA, unpacking of the standard prior to the delivery of instruction.

Administration (inclusive of Leadership Team members) meet with teams to analyze data from formative/bi-weekly/benchmark assessments to inform vertical and horizontal planning, unpack standards and keep teams abreast of instructional updates as provided by the LEA and the Virginia Department of Education. Classroom progress is articulated in the form of overall tier performance and skill per strand. Teachers are charged with maintaining an active data notebook comprised of RTI (Response to Intervention) action plans, the persons responsible for providing interventions and progress monitoring notes. This information is time and date stamped in an effort to solidify a timely response to the instructional needs of students.

Through the work of the Leadership, Administrative and Teacher Teams, the school has continued to make gains in three of four content areas with History lagging one percentage point from meeting the benchmark for the 2015 – 2016 school year: English (+5), Math (+3) and Science (+18). Although reading continues to lag behind, strong instructional emphasis is placed on strategic planning, consistent progress monitoring and increased application of skill to ensure sustainability in student growth measures.

In addition to improving a strong academic focus, the staff have worked diligently and strategically to improve the school's culture through its Positive Behavioral Interventions and Supports. A team approach (including the custodial staff) has decreased the number of office referrals and placed more emphasis on teaching children the best method to resolve conflicts among peers. The principal and guidance counselor work seamlessly to celebrate student behavioral successes each Friday during the lunch period. Based upon the points earned by the end of each month, students are invited to participate in a celebration as aligned to arts/crafts, STEM, culinary practice and other fun and engaging activities.

Lastly, the growing commitment of the staff remains an all-hands-on-deck approach, even as it relates to hiring. Our goal is to convey the standards of master teaching to neophytes in an effort to sustain and grow student learning. As a staff, we firmly believe in recruiting not only qualified instructors, but those who possess the quality of inquiry to match the ever-changing components of effective teaching/learning practices.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	69	72	75	78
Math	80	82	84	86
Science	76	78	80	82
History	69	72	75	78

**Virginia Department of Education
State/Federal Accountability Data
Ginter Park Elementary
Grades: PK - 05
Richmond City**

Attachment DD1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 81%	Gr 3-5: 77%	*37%	58%	64%	70%
Mathematics	80%	*70%	45%	75%	77%	81%
History and Social Sciences	*Gr 3: 81% *Gr 4-8: 82%	Gr 3: 82% Gr 4-8: 82%	80%	79%	70%	74%
Science	Gr 3: 88% Gr 5-8: 71%	Gr 3: 81% Gr 5-8: 75%	*70%	68%	58%	77%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

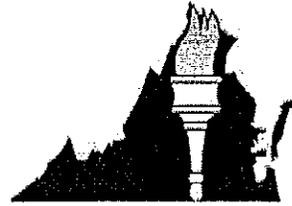
Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Made AYP	Title I - School Wide Program
2012-2013	2011-2012	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	76%	75%	*30%	53%	63%	67%
English: Writing	93%	78%	44%	54%	N/A	N/A
History and Social Sciences	*74%	82%	80%	79%	70%	69%
Mathematics	80%	*36%	37%	69%	79%	78%
Science	79%	78%	*52%	68%	63%	76%

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



VIRGINIA DEPARTMENT OF EDUCATION

Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Richmond Public School

School: J.L.Francis Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Richmond Public School Board that J.L. Francis Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Jeffrey Bourne, Typed School Board Chair Name

School Board Chair Signature

Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage	
Richmond City		72%	
School		Title I Model	
J. L. Francis Elementary		School-wide	
Grade Level	Enrollment	English Language Learners	Special Education
K	89	30	12
1	97	40	13
2	115	43	19
3	88	25	10
4	75	7	13
5	67	11	12
Total	531	156	79

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	53	69	61	62
Mathematics	50	66	71	76
Science	70	66	74	74
History	76	83	68*	74
Graduation and Completion Index (if applicable)	na	na	na	na

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Grade 3 Math	41	61	69	79
Grade 3 Reading	64	55	71	70
Grade 4 Math	47	59	62	56
Grade 4 Reading	39	49	41	53
Grade 5 Math	55	58	76	77
Grade 5 Reading	51	49	66	62
Grade 5 Science	66	56	77	70
Virginia Studies	79	77	66	70
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	5	3	3	0	2	0
1	5	1	2	1	2	0
2	5	0	0	2	3	0
3	4	1	1	0	3	0
4	3	0	0	0	1	2
5	3	0	0	1	2	0
Special Education	6	1	3	3	2	1
Total	26	6	8	7	15	3

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	16	41%	
Number and percent of Exemplary teachers returning in 2016-2017	14	36%	
Number and percent of Exemplary teachers leaving in 2016-2017	1	2.6%	Promotion
Number and percent of teachers scoring Proficient in 2015-2016	10	26%	
Number and percent of Proficient teachers returning in 2016-2017	10	26%	
Number and percent of Proficient teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	1	2.5%	Moved to Norfolk
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	38	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0	
Number and percent of new teachers to the school in 2016-2017	6	15.8%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that	0	0%	

may be employed more than 45 days.)			
Principal Information/Instructional Background			
Degree area (s)	Bachelor of Science NK-4, Master of Ed..K-12 Reading Specialist. Master of Ed. Administration and Supervision		
Total years of educational experience	30		
Total years as an Assistant Principal	8		
Total years as a Principal	15		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			2		
*Sought/Obtained An Educational Position Outside the Division		1	1	1	
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession			1		
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					
Left During the School Year					
Retired from Profession					
Left Profession/Field					

Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

***non-duplicate**

Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance X Instructional Program X Staff X Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program:</p> <p>During classroom observations and viewing lesson plans, it was noted, an inconsistent practice in teachers writing learning targets (in lesson plans) and sharing expected outcomes with students'' verbally or written during delivery of instruction.</p> <p>Lack of rigor in lessons and activities across content areas. 6 teachers have successfully added to their teaching project-based learning and SOL results</p>	<p>Instructional Program:</p> <p>Record student friendly learning targets in lesson plans and on the board for each lesson</p> <p>Add more project based learning in lessons, and professional development in order to help teachers across content areas</p>	<p>Instructional Program:</p> <p>Providing learning targets will help teachers clarify the aim of each lesson, and help students know what they are supposed to be learning. Also, teachers need to provide clear and manageable descriptions of what their students should know and be able to do by the end of each lesson. Teachers need to share expectations or expected outcomes (visible to students) and to inform them of what proficiency looks like for lessons. Also, to help administrators to know the purpose of the lesson at a glance, and what to look for in order to provide more meaningful feedback associated to content, alignment and rigor in lessons. With 100% of teachers with fidelity to sharing learning targets, all students should increase in their academic learning by one grade level or more.</p> <p>Adding to the methods of teaching will help with differentiating classroom activities, strategies and including different avenues for students to acquire content. In</p>

<p>support academic achievement in many learners who were not engaged in lessons.</p>		<p>addition, it will assist or help students with processing or making sense of information related to the lesson. Adding more project-based learning with help teachers shift their role from that of “answerer” to “facilitator of inquiry” in order to help students become problem solvers and be able to provide evidence to support their conclusions in all content areas.</p> <p>The lessons will motivate students to want to learn and address different needs, interests and abilities. It will also increase expectations of all learners and teach students how to collaborate and work with one another.</p> <p>In addition, project –based learning will increase student engagement in lessons and learning activities which will relate to real-life situations. With 100% of teachers including project-based learning in lessons all students should increase academically by one grade level or more.</p>
<p>Staff:</p> <p>Fidelity to data meetings was held on Tuesdays of each week. However the administration team was often called out for meetings on Tuesday.</p>	<p>Staff:</p> <p>Shift data meetings from Tuesday to Wednesday.</p>	<p>Staff:</p> <p>Shifting data meetings from Tuesday to Wednesday will allow the monitoring team to work closely with teachers and to show support for and to teachers in helping them meet</p>

<p>Reading and Math Two Title I Teachers served K-5 reading and math programs. These teachers had to concentrate on testing grades</p> <p>We have staff members who work collaboratively across grade levels to help all students make academic gains. Professional developments were selected based on test data and topics suggested by teachers by way of a survey. An area in which we can improve in would be to fine tune professional developments so that they are geared to individual teacher's growth.</p>	<p>Adding two additional Title I teachers to support all students with academic needs K-5 and to assist with monitoring intervention programs.</p> <p>Provide professional developments based on individual, grade level or whole group as needed. Continue to use data to drive selection of professional developments but tailor to individual needs.</p>	<p>the needs of all students. Wednesdays will allow for fewer interruptions, time to review data, monitor intervention, learn about students and teachers relationships, to show support to teachers and provide strategies to assist with students concerns. Allowing these meetings to be held on Wednesday will add value to the overall school outcome and academic improvement.</p> <p>Interventions provided to students in grades K-5 will increase SOL Reading and Math scores by five points or more. It will also help with identifying needs earlier and working to eliminate them before testing grades.</p> <p>To narrow down professional developments will help all teachers hone their individual skills based on their need. Teachers will be provided explicit knowledge to enhance their growth and in return enhance their delivery of instruction which will help increase students; academic growth by one year or more.</p>
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<p>Student Population: ESL students daily attendance is down due to parents court dates for citizenship (travel to Washington DC), and lack of transportation when school bus is missed. Some ESL parents do not demand that their children attend school due to their lack of the value of education.</p>	<p>Student Population: Not able to change court dates. Forward attendance information home in spanish. Parent Refreshner on the importance of attending school. Transportation needs to have a telephone line for Hispanic parents regarding transportation issues</p>	<p>Student Population: Increase in student attendance Student will increase academic skills by one grade level or more.</p>
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Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
2015-16 Data Review Back to School Night (September 19, 2016)	Inform Parents of school's academic status and expectations for the year.
To increase Literacy Comprehension: Parent Refreshers (Fall and Spring) per grade levels How to help your child with homework (October 2016) Test taking Strategies (November 2016) Make and Take Session (TBA) Saturdays' Project Days (Fall and Spring) (TBA) Learning Activity Packages (Breaks) Technology Night (TBA)	Share strategies to help parents motivate their child to learn Based on test data, activities to help reinforce skills Assist parents with helping their child complete projects. To help reinforce skills Share websites to assist with learning; provide additional help in areas of need
On going staff developments (Parents are encouraged to attend)	Continue to enrich skills and learn together
School -wide and PTA Events Celebrations: Award Nights (2 during the evening; two during the day) STREAM Night (October 2016) International Night/Culture Diversity Day Mouthful of Math Night and Tailgate Math (TBA) Morning Math Academy, (April 2017-May 2017) Extended Day (November, 2016-April, 2017) School-wide Implementation of Word Nerd 100 Book Reading Challenge (September 2016-May 2017)	More parent participation Share and display project learning Continue to build relationships between families Reinforce Math Concepts and Activities Reinforce Math Skills Reinforce Math and Reading Skills To increase vocabulary and comprehension To develop a love for Reading, build comprehension, increase stamina, and increase fluency

Book-tasting (June 2017) Parents are Readers Too! (TBA)	To increase students and parents participation
Common Code Word Challenge (per grade level) (2016-2017)	To increase students and parents participation

Closing Rationale with Trajectory

J. L. Francis' data continues to show increases in all content areas; in spite of our highly transient population of learners. Our data trends for the past two years showed gains. We will continue to implement school-wide concepts that will help all students excel at least one grade level or more.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	62	66	70	75
Math	76	78	80	82
Science	74	76	78	80
History	74	76	78	80

**Virginia Department of Education
State/Federal Accountability Data
J.L. Francis Elementary
Grades: PK - 05
Richmond City**

Attachment DD1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 83%	Gr 3-5: 88%	*75%	62%	61%	69%
Mathematics	79%	*72%	50%	66%	71%	76%
History and Social Sciences	*Gr 3: 82% *Gr 4-8: 80%	Gr 3: 81% Gr 4-8: 89%	76%	83%	77%	74%
Science	Gr 3: 88% Gr 5-8: 83%	Gr 3: 85% Gr 5-8: 92%	*70%	75%	74%	74%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

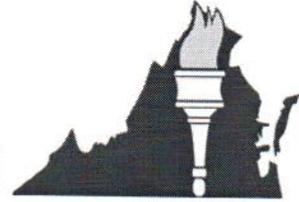
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	83%	88%	*51%	51%	59%	67%
English: Writing	82%	88%	63%	68%	N/A	N/A
History and Social Sciences	*82%	84%	78%	81%	66%	74%
Mathematics	79%	*49%	47%	59%	69%	75%
Science	85%	88%	*72%	63%	77%	74%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Richmond Public Schools

School: Miles Jones Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Richmond Public School Board that Miles Jones Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Jeffrey Bourne Typed School Board Chair Name



School Board Chair Signature

7/13/16

Date

Richmond City Public Schools

Miles Jones Elementary School

Division: Richmond Public SchoolsSchool: Miles Jones Elementary School

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

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It is the request of Richmond Public School Board that Miles Jones Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

_____ **Jeffrey Bourne** Typed School Board Chair Name

_____ School Board Chair Signature

_____ Date

School Information/Demographics

Division	Free/Reduced Lunch Eligible Percentage
Richmond Public School	74%
School	Title I Model
Miles Jones Elementary	Title I School Wide

Grade Level	Enrollment	English Language Learners	Special Education
K	134	32	19
1st	125	29	17
2nd	114	28	17
3rd	113	18	13
4th	110	35	20
5th	82	17	13
Total	678	159	99

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	39	63	65	64
Mathematics	48	72	73	70
Science	61	62	64	77
History	66	85	86	90
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Grade 3 Math	52	54	66	58
Grade 3 Reading	55	55	63	59
Grade 4 Math	46	89	82	72
Grade 4 Reading	26	85	62	61
Grade 5 Math	39	70	61	59
Grade 5 Reading	33	63	57	59
Grade 5 Science	58	60	66	75
Virginia Studies	60	100	86	86
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	7	0	2	0	0	5
1st	6	1	1	2	1	2
2nd	6	1	3	0	0	3
3rd	5	3	4	0	0	1
4th	4	0	2	0		2
5th	3	1	2	0	0	1
Special Education	8	0	4	1	0	3
Total	39	6	18	3	1	17

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0	
Number and percent of Exemplary teachers returning in 2016-2017	0	0	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	39	100	
Number and percent of Proficient teachers returning in 2016-2017	33	85	
Number and percent of Proficient teachers leaving in 2016-2017	6	18	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	37	95	
Number and percent of provisionally licensed teachers in 2016-2017	2	1	
Number and percent of new teachers to the school in 2016-2017	6	16	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45	0	0	

days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)			
Principal Information/Instructional Background			
Degree area (s)	M.Ed., Administration & Supervision		
Total years of educational experience	16		
Total years as an Assistant Principal	5		
Total years as a Principal	3		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			0		
*Sought/Obtained An Educational Position Outside the Division			2		
*Sought/Obtained A Non-Educational Position Outside the Division			0		
Advanced in Profession			0		
Left Solely for Higher Pay			0		
Personal Reasons (family, health, education)			0		
Left During the School Year			0		
Retired from Profession			1		
Left Profession/Field			1		
Resigned In Lieu of Dismissal/Termination			0		

Richmond City Public Schools

Miles Jones Elementary School

Dismissed/Non-Renewed			2		
Other Reasons Not Identified Above			0		

*non-duplicate

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

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
Use of benchmark literacy program, LLI System for K-2 students who were ID for PALs. Imagine Learning for ESL students.	Benchmark Literacy Program will be implemented with fidelity. Implementation of the researched based LLI System with a phonics component for grades K-5 to strengthen the instructional program. PLC of a balanced literacy block with a literacy coach, reading specialist & Adm	The students will show an increase in reading skills as indicated by the Spring SOL assessments for grades 3-5 and PALs data for grades K-2.
Classroom observations are conducted daily to include walkthroughs, time on task and formals with immediate feedback.	Classroom observations will place high emphasis on daily learning targets to include all components; condition, behaviors and criteria.	With learning targets being aligned, students will gain an increased understanding of what skills or concepts to be learned.
Administration and teachers attend data meetings to discuss benchmark results and school-wide data, plan for remediation, and revise lesson plans. Administration and specialists meet with grade levels to train and model researched based strategies and practices, inclusive of unpacking the standards and vocabulary development.	Teachers will participate in PLCs to develop a culture of collaboration for improvement by identifying students level of achievement, create goals to improve achievement and review ongoing evidence and data.	Teachers will strengthen their community practice which will translate into the making of effective decision making as it relates to instruction.

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
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Parent Forum: Teachers provided parents with an outline of strands in correlation to strategies twice of year; Fall and Spring.	Parents can help students improve by correctly practicing the standards /skills with students .
Principal's Tea: Principal and Reading Specialist share reading strategies and motivational techniques for reading at home.	Encouragement of students and parents to read 15 minutes daily together and have discussion.
Fall/Spring Family Literacy Event: Sponsorship work together to promote school-wide reading with take home books, reading activities and storytelling.	Students will increase their love for reading and work to build upon their comprehension of text through inquiry and skill.

Closing Rationale with Trajectory of Progress

Miles Jones staff demonstrates a variety of expertise as well as instructional ability. Over the past three years,

Miles Jones enrollment has increased by 74% due to new housing development, families relocating into area, and rezoning. We have experienced a staff change by 15% within the last three years due to retirement, seeking job outside of the district, relocating outside of state, and leaving the education field. Grade levels effective by these changes are: first (1), second (1), third (3) and fifth (1).

Grade levels are given weekly professional development sessions to strengthen their skills in the area of reading and math. Each week during the school year, teachers received training from the reading specialist on topics such as PALs data, benchmark literacy resources, reading strategies and vocabulary development. The math resource teacher provided hands on strategies, activities and technology enhanced items to improve math. Integration of skills in the area of science and peer observation were conducted with a 5th grade teacher who attended VISTA (VCU training in science).

Administration along with leadership team, meet with teams to analyze data from formative, bi-weekly, and benchmark assessments to form an action for remediation and revising of lessons. Classroom observations and evidence based feedback is given to teachers daily by administration to enhance instructional strategies. Teachers are responsible for analyzing their data, graphing data visually in their classroom, and tracking data growth.

With the work of leadership, administration, title I support and teachers, the school has made gains in the area of math, science and history. Reading continues to remain low even with strong instructional emphasis in place on strategic planning, monitoring of data, and professional development. For the 2016-2017 school year a focus on a Leveled Intervention System will be implemented to assist students in grades K-5 in reading comprehension, phonics, and vocabulary development.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	64	68	71	75
Math	70	73	76	79
Science	77	79	81	83
History	90	91	92	93

**Virginia Department of Education
State/Federal Accountability Data
Miles Jones Elementary
Grades: PK - 05
Richmond City**

Attachment DD1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 79%	Gr 3-5: 87%	*39%	63%	65%	65%
Mathematics	77%	*72%	48%	72%	73%	71%
History and Social Sciences	*Gr 3: 69% *Gr 4-8: 79%	Gr 3: 86% Gr 4-8: 77%	71%	85%	86%	90%
Science	Gr 3: 69% Gr 5-8: 74%	Gr 3: 84% Gr 5-8: 70%	*61%	62%	64%	77%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

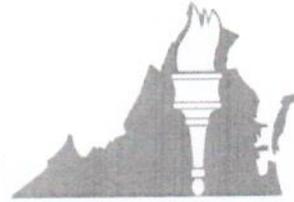
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	75%	87%	*37%	67%	61%	63%
English: Writing	83%	79%	46%	46%	N/A	N/A
History and Social Sciences	*66%	81%	68%	87%	86%	89%
Mathematics	77%	*47%	46%	70%	70%	70%
Science	66%	76%	*60%	66%	66%	76%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Richmond Public Schools

School: Oak Grove Elementary

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

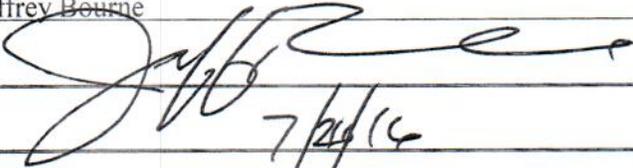
8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Richmond Public School Board that Oak Grove Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Jeffrey Bourne _____ Typed School Board Chair Name

 _____ School Board Chair Signature

7/24/16 _____ Date

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement
Partially Accredited: Reconstituted School Application

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage	
Richmond Public Schools		100%	
School		Title I Model	
Oak Grove Elementary		School-Wide Title I School	
Grade Level	Enrollment	English Language Learners	Special Education
K	114	11	6
1	111	21	15
2	101	13	17
3	102	11	19
4	94	11	17
5	91	7	18
Total	613	74	92

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate	2014-2015 Pass Rate	2015-2016 Pass Rate	Preliminary 2016-2017

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

	Based on 2012-2013 Assessments	Based on 2013-2014 Assessments	Based on 2014-2015 Assessments	Pass Rate Based on 2015-2016 Assessments
English	41	47	44	52
Mathematics	53	55	60	57
Science	62	69	54	68
History	63	62	66	69
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates

Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Grade 3 Reading	51	33	33	21
Grade 3 Math	51	37	35	41
Grade 4 Reading	26	37	39	45
Grade 4 Math	33	54	63	58
Grade 5 Reading	46	46	52	55
Grade 5 Math	78	50	73	58
Grade 5 Science	78	59	53	63
Grade 4 VA Studies	65	66	68	65
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement Partially Accredited: Reconstituted School Application

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	6	3	3	0	0	3
1	6	1	4	1	0	1
2	5	3	4	1	0	0
3	5	2	1	0	3	1
4	4	2	1	2	1	0
5	4	1	1	3	1	0
Special Education	9	1	5	1	1	2
Total	39	13	19	8	6	7

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teacher s	Percent of All Teacher s	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0%	

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Partially Accredited: Reconstituted School Application

Number and percent of Exemplary teachers returning in 2016-2017	0	0%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	55/58	94%	
Number and percent of Proficient teachers returning in 2016-2017	37/58	65%	
Number and percent of Proficient teachers leaving in 2016-2017	16/58	28%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	3/58	5%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	3/3	100%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
	Number of All Teachers	Percent of All Teachers	Area of Teaching
Teacher Licensure Information			
Number and percent of teachers fully licensed in 2016-2017	50/58	86%	
Number and percent of provisionally licensed teachers in 2016-2017	8/58	13%	
Number and percent of new teachers to the school in 2016-2017	14/58	24%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	2/58- Ex. Ed.	8%	Ex. Ed.
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	3/58 1st grade 1st grade Pre-K	5%	All subjects
Principal Information/Instructional Background			

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Office of School Improvement

Partially Accredited: Reconstituted School Application

Degree area (s)	Bachelor of Science Interdisciplinary Studies, Master's Administration and Supervision PreK-12
Total years of educational experience	21
Total years as an Assistant Principal	6
Total years as a Principal	4

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	0	0	2	0	0
*Sought/Obtained An Educational Position Outside the Division	0	0	13	0	0
*Sought/Obtained A Non-Educational Position Outside the Division	0	0	1	0	0
Advanced in Profession	0	0	0	0	0
Left Solely for Higher	0	0	0	0	0

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Office of School Improvement Partially Accredited: Reconstituted School Application

Pay					
Personal Reasons (family, health, education)	0	13	0	0	0
Left During the School Year	0	0	0	0	0
Retired from Profession	0	0	0	0	0
Left Profession/Field	0	1	0	0	0
Resigned In Lieu of Dismissal/Termination	0	0	0	0	0
Dismissed/Non- Renewed	0	0	0	0	0
Other Reasons Not Identified Above	0	2	0	0	0

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

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4/30/2016

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

 Governance

 Instructional Program

 Staff

 Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
GOVERNANCE Administrative Locations/Visibility	GOVERNANCE Principal and Assistant Principals will be located on the hallways near their assigned grade levels.	GOVERNANCE Teachers and students will receive an increased level of support and visibility during instruction. Observations of teachers with immediate and growth feedback will increase by at least 50%.
GOVERNANCE The administrative team will be assigned to oversee grade levels. Currently, one administrator meets monthly with all new teachers.	GOVERNANCE Each new teacher will be assigned an administrator who will check-in with him/her daily to ensure continued progress in instruction and other responsibilities	GOVERNANCE New teachers will experience increased support which will transfer into job satisfaction and professional growth. Teacher retention for new teachers will increase by at least 30%.
INSTRUCTIONAL PROGRAM All teachers are responsible for teaching all subjects K-5.	INSTRUCTIONAL PROGRAM Teams in grades 3-5 will be departmentalized to allow teachers to focus on specific subject matter.	INSTRUCTIONAL PROGRAM Teachers will become more skilled in teaching the standards outlined in their subject matter and Title I support will be more targeted to allow for increased coaching for teachers and student intervention groups. The failure rate for all subject areas will decrease by at least 10%.
INSTRUCTIONAL PROGRAM Collaborative planning is utilized on select grade level to structure grade level team planning.	INSTRUCTIONAL PROGRAM The collaborative planning model will be implemented on all grade levels to ensure in- depth planning for reading and math to include formative assessments.	INSTRUCTIONAL PROGRAM This will allow for equity in the curriculum and increased student achievement through detailed planning for all components of the lesson. It will also increase teachers' ability to unpack the

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

		standards and write aligned SLOs. The failure rate for all subject areas will decrease by at least 10%.
<p>STAFF Nearly 30% of the teaching staff left Oak Grove as of June 2016.</p>	<p>STAFF The vacant positions have been filled with the exception of two positions. The administrative team carefully screened all candidates and selected the best fit teachers for our school. A Meet and Greet was held to allow all team members to meet and exchange information in order to continue bonding over the summer and planning for the 2016-17 school term.</p>	<p>STAFF All new teachers will be assigned to a mentor and an administrator to ensure his/her success. Teacher retention will increase by at least 30%.</p>
<p>INSTRUCTIONAL PROGRAM The Oak Grove Academic Handbook was developed during the 2015-2016 school term as a resource to staff for lesson planning and instructional expectations.</p>	<p>INSTRUCTIONAL PROGRAM The Oak Grove Academic Handbook will be revised to include more examples of the balanced literacy diet and sample schedules for all component of the lesson. Additionally, it will include common language and methods for alignment of assessments to instruction. We will regularly review and refer to during professional development sessions.</p>	<p>INSTRUCTIONAL PROGRAM This will increase clarity of expectations for the instructional program and strengthen outcomes on formal and informal assessments of students. The failure rate for all subject areas will decrease by at least 10%.</p>

Family Engagement

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School* Application

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Reading: Summer Book Bus</p>	<p>Staff members will travel to the neighborhoods within the school zone to interact with students and families while providing books for students to check out/in on a weekly basis. Staff members will have structured conferences with students to ensure comprehension of texts. This program is expected to have an impact on student interest in reading and prevention of summer reading loss.</p>
<p>Student/Family Orientation</p>	<p>Families will visit the school prior to the opening day to meet with teachers and staff and receive preliminary information regarding academic expectations and guidelines for the school term. Supplies and books are given to students.</p>
<p>Open House Night</p>	<p>Parents and students are invited to meet the teacher with more specific details about academic expectations. Title I Reading and Math Staff will share information about Title I intervention and support and helpful hints for home-school connection.</p>
<p>Fall into Learning Conference</p>	<p>Hands-on conference designed to allow parents and students to interact with hands-on materials</p>
<p>Junior League Family Night</p>	<p>In partnership with members of Junior League, our families will be provided with an evening of hands-on opportunities with literacy activities</p>
<p>Chat and Chew</p>	<p>At these meetings the parents of our students will interact with the administrative team, CIS, and Title I to gain information about how they can support their children socially, emotionally, and academically. Make and Take games will be created for parents to use at home with students.</p>

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

One School, One Book	Students and families will be engaged in reading a selected book as a school community. There will be a kick-off assembly for families to pique students' interest in the book. The book will be a read-aloud/shared reading for Pre-K-1 students with parents; students in grades 2-5 will read assigned chapters nightly in order to answer daily trivia questions.
Math: Fall into Learning Conference	Hands-on conference designed to allow parents and students to interact with hands-on materials
Open House Night	Parents and students are invited to meet the teacher with more specific details about academic expectations. Title I Reading and Math Staff will share information about Title I intervention and support and helpful hints for home-school connection.
Student/Family Orientation	Families will visit the school prior to the opening day to meet with teachers and staff and receive preliminary information regarding academic expectations and guidelines for the school term. Supplies and books are given to students.
Family Math Game Night	Students and their families will be involved with various hands-on math games to increase math facts fluency and concepts.
Chat and Chew Meetings	At these meetings the parents of our students will interact with the administrative team, CIS, and Title I to gain information about how they can support their children socially, emotionally, and academically. Make and Take games will be created for parents to use at home with students.

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Closing Rationale with Trajectory of Progress

Currently, the data show that Oak Grove-Bellemeade Elementary has increased by eight percentage points in the area of English, with a slight decline in mathematics. It is expected that the strategic plan for specific adjustments to governance, instructional programs and staffing will directly impact the increase in achievement across all subject areas as shown in the chart below. Over the next three years, we expect to meet full accreditation in all areas by reducing the failure rate each year by at least 10% in all subject areas.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	52	55	61	65
Math	57	60	65	70
Science	68	71	73	75
History	69	70	75	80

**Virginia Department of Education
State/Federal Accountability Data
Oak Grove/Bellemeade Elementary
Grades: PK - 05
Richmond City**

Attachment DD1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 76%	Gr 3-5: 78%	*41%	47%	44%	52%
Mathematics	77%	*72%	53%	55%	60%	58%
History and Social Sciences	*Gr 3: 58% *Gr 4-8: 70%	Gr 3: 71% Gr 4-8: 82%	62%	69%	66%	69%
Science	Gr 3: 76% Gr 5-8: 78%	Gr 3: 81% Gr 5-8: 85%	*74%	62%	52%	68%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

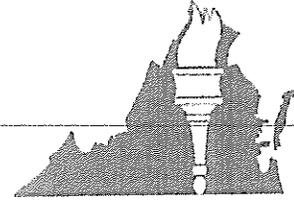
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	73%	74%	*40%	39%	41%	46%
English: Writing	84%	76%	52%	49%	N/A	N/A
History and Social Sciences	*68%	76%	67%	69%	69%	69%
Mathematics	77%	*46%	52%	46%	56%	56%
Science	80%	83%	*70%	61%	53%	68%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement Partially Accredited: Reconstituted School Application

Division: Richmond Public Schools

School: Overby Sheppard Elementary

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Richmond Public School Board that Overby Sheppard Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Jeffrey Bourne _____ Typed School Board Chair Name

 _____ School Board Chair Signature

7/21/16 _____ Date

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement
Partially Accredited: Reconstituted School Application

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage	
Richmond City Public Schools		93%	
School		Title I Model	
Overby-Sheppard ES		Full School	
Grade Level	Enrollment	English Language Learners	Special Education
K	66	1	3
1	59	1	4
2	77	1	6
3	61	0	8
4	60	0	14
5	63	0	18
Total	386	3	53

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate	2014-2015 Pass Rate	2015-2016 Pass Rate	Preliminary 2016-2017

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

	Based on 2012-2013 Assessments	Based on 2013-2014 Assessments	Based on 2014-2015 Assessments	Pass Rate Based on 2015-2016 Assessments
English	54	38	53	55
Mathematics	64	56	66	55
Science	80	51	59	60
History	60	47	53	75
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Grade 3 Reading	47	31	50	33
Grade 3 Math	51	47	48	19
Grade 4 Reading	69	33	43	70
Grade 4 Math	84	62	70	88
Grade 5 Reading	54	43	52	48
Grade 5 Math	58	49	67	47
Grade 5 Science	56	52	53	58

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

Grade 5 History	98	56	60	74
Grade 5 VA Studies	98	58	60	58

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
VPI	1	0	0	0	0	1
K	3	0	2	0	0	1
1	4	0	2	0	1	1
2	4	0	3	0	1	0
3	5	2	4	0	0	1
4	3	1	1	1	1	0
Special Education	6	0	1	2	1	2
5	3	1	0	1	2	0
Total	29	4	13	4	6	6

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teacher s	Percent of All Teacher s	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0	

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

Number and percent of Exemplary teachers returning in 2016-2017	n/a	n/a	
Number and percent of Exemplary teachers leaving in 2016-2017	n/a	n/a	
Number and percent of teachers scoring Proficient in 2015-2016	23	79	
Number and percent of Proficient teachers returning in 2016-2017	21	72	
Number and percent of Proficient teachers leaving in 2016-2017	2	6	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	5	26	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	2	6	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	3	10	
Number and percent of teachers scoring Unacceptable in 2015-2016	1	3	
Number and percent of Unacceptable teachers returning in 2016-2017	n/a	n/a	
Number and percent of Unacceptable teachers leaving in 2016-2017	n/a	n/a	
	Number of All Teachers	Percent of All Teachers	Area of Teaching
Teacher Licensure Information			
Number and percent of teachers fully licensed in 2016-2017	28	97	
Number and percent of provisionally licensed teachers in 2016-2017	1	3	
Number and percent of new teachers to the school in 2016-2017	2	6	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	n/a
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	2	6	Exceptional Education; Fifth Grade
Principal Information/Instructional Background			
Degree area (s)	Exceptional Education-Speech/Language Pathology; Educational		

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

	Leadership
Total years of educational experience	26
Total years as an Assistant Principal	3
Total years as a Principal	1

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division		0	0	0	0
*Sought/Obtained An Educational Position Outside the Division		0	1	1	0
*Sought/Obtained A Non-Educational Position Outside the Division		0	0	0	0
Advanced in Profession		0	0	0	0
Left Solely for Higher Pay		0	0	0	0

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

Personal Reasons (family, health, education)	0	0	0	2	0
Left During the School Year	0	0	0	0	0
Retired from Profession	0	0	0	0	0
Left Profession/Field	0	0	0	0	0
Resigned In Lieu of Dismissal/Termination	0	0	0	0	0
Dismissed/Non- Renewed	0	0	0	0	1
Other Reasons Not Identified Above	0	0	0	0	0

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
PBIS posters and practices were introduced	Positive Behavior Intervention Supports are used school wide with fidelity	Decreased behaviors requiring intervention; increased achievement in content mastery
Reading support is provided by one reading teacher on k-2 and one on 3-5; math support is provided by one teacher k-5	Title 1 intervention support has been requested to add a mathematics interventionist and an instructional assistant	Targeted reinforcement and remediation can be provided with additional staff to improve tier movement and decrease students at tier 3 level
Each morning begins with a reading period and every afternoon a reflection period concludes the day	Read aloud as school wide practice in every classroom each morning; reflection period will have defined comprehension targets each afternoon	Reading performance will increase.
Student learning objectives required to be on board, students must be aware of learning targets	Focus Walks will be conducted daily to ensure fidelity in practice with given checklist	Student to teacher and student to student dialogue will occur more frequently and students will be masters of their learning
Data walls are in every classroom	Increased fluid and organic nature of data, discussions among students, tracking their mastery based on each objective. Documents will be developed and uniform.	Student awareness and increased ownership builds performance.

Family Engagement

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VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Read Across America Celebration	The purpose of all programming is to facilitate a healthy partnership and encourage participation and support to engage through motivation, connection, and effort. This builds confidence and promotes competence by increasing buy-in and framing mutual respect.
Black History Month Tribute Program	
Limo Ride with the Principal	
Shake a Hand and Inspire	
Holiday Initiative	
CHAT with the principal	
TLT	
Monday Morning Motivation	
Spring into Learning Parent Convention	
School wide Book read (Humphrey Series)	
Field Day	
Reading Riders	
Watch DOGS	
Adopt a Family events	
Fishing-Life Science	
Popsicles with the Principal	
PTA programs	

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	55	62	69	76
Math	55	62	69	76
Science	60	65	72	79
History	75	78	83	88

**Virginia Department of Education
State/Federal Accountability Data
Overby-Sheppard Elementary
Grades: PK - 05
Richmond City**

Attachment DD1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 90%	Gr 3-5: 90%	*79%	38%	53%	55%
Mathematics	86%	*80%	64%	56%	66%	55%
History and Social Sciences	*Gr 3: 71% *Gr 4-8: 86%	Gr 3: 82% Gr 4-8: 93%	80%	51%	59%	75%
Science	Gr 3: 87% Gr 5-8: 88%	Gr 3: 94% Gr 5-8: 91%	*80%	47%	53%	60%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

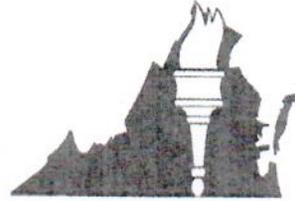
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Made AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	Title I - School Wide Program
2014-2015	2013-2014	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	Title I Focus School	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	92%	91%	*55%	36%	48%	51%
English: Writing	94%	93%	63%	49%	N/A	N/A
History and Social Sciences	*81%	90%	84%	55%	59%	75%
Mathematics	88%	*57%	63%	53%	62%	51%
Science	90%	97%	*64%	50%	53%	60%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

Division: Richmond Public School

School: Westover Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Richmond Public School Board that Westover Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on

Jeffrey Bourne _____ Typed School Board Chair Name

 _____ School Board Chair Signature

7/21/16 _____ Date

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement
Partially Accredited: Reconstituted School Application

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage	
Richmond City Public Schools		76%	
School		Title I Model	
Westover Elementary School		Title I School	
Grade Level	Enrollment	English Language Learners	Special Education
K	80	1	3
1	72	3	4
2	66	2	3
3	72	2	18
4	55	3	6
5	45	1	7
Total	390	12	41

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement
Partially Accredited: Reconstituted School Application

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	63	67	53	53
Mathematics	64	74	69	57
Science	75	74	60*	67
History	83	76	72	87
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement Partially Accredited: Reconstituted School Application

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Gr 3 Math CAT	46	72	61	50.00%
Gr 3 Reading	55	67	59	39.13%
Gr 4 Mathematics	83	77	83	69.81%
Gr 4 Reading	65	51	56	54.72%
Gr 5 Mathematics	47	70	64	48.89%
Gr 5 Reading	66	65	46	60.00%
Gr 5 Science	59	69	60	66.67%
Virginia Studies	92	74	72	86.27%
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

K	4	2	1	1	1	1
1	3	0	1	1	1	0
2	3	1	1	2	0	0
3	3	0	0	0	1	2
4	3	0	0	0	2	1
5	2	1	0	0	1	1
Special Education	5	2	3	0	1	1
Total	23	6	6	4	7	6

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	4	12.5	
Number and percent of Exemplary teachers returning in 2016-2017	4	100	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	25	78.1	
Number and percent of Proficient teachers returning in 2016-2017	20	80	
Number and percent of Proficient teachers leaving in 2016-2017	5	20	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	3	9.4	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	2	6	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	1	3	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement Partially Accredited: Reconstituted School Application

Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
	Number of All Teachers	Percent of All Teachers	Area of Teaching
Teacher Licensure Information			
Number and percent of teachers fully licensed in 2016-2017	30	93.8	
Number and percent of provisionally licensed teachers in 2016-2017	2	6.2	
Number and percent of new teachers to the school in 2016-2017	6	18.7	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	Educational Leadership, PhD.		
Total years of educational experience	38		
Total years as an Assistant Principal	6		
Total years as a Principal	5		

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained An Educational Position Outside the Division			3		
*Sought/Obtained A Non-Educational Position Outside the Division				1	
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement
Partially Accredited: Reconstituted School Application

Left During the School Year					
Retired from Profession					
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above			2		

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

- Governance
 Instructional Program
 Staff
 Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
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VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

<p>Instructional Program: Student Achievement Assessment Data was collected on a bi-weekly basis</p>	<p>This 2016/17 school year the Student Achievement Assessment Data will be collected on a weekly basis. The data will be collected and analyzed during weekly grade level meetings with a more intentional focus on individual student data rather than overall class summary data. Interventions will be put in place earlier in the school year to ensure those students who did not pass the SOL assessment in the Spring of 2016 will be provided the opportunity to close the gap before falling further behind. Intervention groups will be more fluid this year thus allowing for greater flexibility so that more students can receive the targeted support.</p>	<p>Student performance on the Spring SOL assessments will increase according to the anticipated/proposed trajectory indicated below.</p>
<p>Staffing: Teachers did not effectively plan and strategize as a result of the inability to work as a team</p>	<p>Teachers have been reassigned in an effort to maximize planning and instruction and to foster effective communication and collaboration.</p>	<p>More effective delivery of instruction as outlined within the aligned lesson plans that will be monitored by the leadership team weekly. After monitoring, feedback will be provided to further enhance the delivery of instruction. Measurable impact for the teacher: More positive performance level on the TPES; Measurable impact for the student: Stronger performance on formative and summative</p>

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement Partially Accredited: Reconstituted School Application

		assessments.
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Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
SOL NIGHT	The programs are designed to share strategies and activities with the parents that are directly aligned with the standards of learning as it pertains to their child's grade level. The collaboration with the parents will lead to heightened academic expectations and student performance as it relates to reading and mathematics.
THE LEADER IN ME PARENT TRAINING	The Leader in Me parental training is designed to help the parents assist students with discovering their personal strengths. They find ways to use those attributes to strengthen their academic performance.
PARENT TEACHER ASSOCIATION MEETINGS	Parent workshops are held that address community needs such as homework help, technological skill building, GED informationals and various other activities to build the capacity of the parent to support the student both academically and emotionally. The indirect result of the workshops yield students who are ready and able to acquire the reading and math skills.

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

Closing Rationale with Trajectory of Progress

In 2015/16 the scores in all content areas remain consistent. Over the next 3 years we will work to show the following progress:

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	53	63	75	78
Math	57	65	70	73
Science	67	70	75	78
History	87	87	90	90

This proposed trajectory will move Westover Hills to passing in 3 years or less in all core areas. During this period of growth, English will evidence a 25% increase from 2015/16 to 2018/19. Math will increase by 16% points over the same time frame. Science will show 11% growth and History will move from 87% to 90% over the three year period. The percentage of growth is attainable and realistic. These Spring SOL assessment results of each year will show the progress that the school will make as it continues to show a positive trajectory towards Full Accreditation.

**Virginia Department of Education
State/Federal Accountability Data
Westover Hills Elementary
Grades: PK - 05
Richmond City**

Attachment DD1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 89%	Gr 3-5: 81%	*77%	67%	53%	53%
Mathematics	84%	*74%	64%	74%	69%	57%
History and Social Sciences	*Gr 3: 76% *Gr 4-8: 77%	Gr 3: 80% Gr 4-8: 88%	83%	76%	72%	87%
Science	Gr 3: 63% Gr 5-8: 90%	Gr 3: 77% Gr 5-8: 94%	*75%	74%	72%	67%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

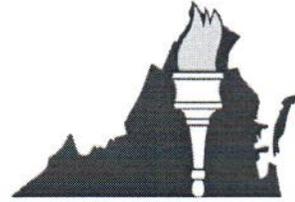
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Made AYP	Title I - School Wide Program
2012-2013	2011-2012	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	90%	80%	*62%	61%	53%	54%
English: Writing	93%	80%	68%	80%	N/A	N/A
History and Social Sciences	*81%	82%	85%	77%	72%	88%
Mathematics	86%	*45%	61%	73%	68%	59%
Science	81%	85%	*66%	78%	60%	70%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Richmond Public School

School: Woodville Elementary

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Richmond Public School Board that Woodville Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Jeffrey Bourne Typed School Board Chair Name

School Board Chair Signature

7/18/14 Date

Richmond City Public Schools

Woodville Elementary School

Division: Richmond Public SchoolSchool: Woodville Elementary

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

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It is the request of Richmond Public School Board that Woodville Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

_____ Mr. Jeffrey Bourne _____ Typed School Board Chair Name

_____ School Board Chair Signature

_____ Date

School Information/Demographics

Division	Free/Reduced Lunch Eligible Percentage
Richmond Public School	93%
School	Title I Model
Woodville Elementary	Schoolwide Program

Grade Level	Enrollment	English Language Learners	Special Education
K	74	0	5
1	73	2	8
2	73	0	13
3	81	1	15
4	86	0	14
5	71	0	14
Total	458	3 (.7%)	69 (15%)

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	35	36	33	38
Mathematics	40	46	33	44
Science	53	48	30	21
History	69	65	45	45
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Grade 3 Math	23	33	16	30
Grade 3 Reading	31	24	22	30
Grade 4 Math	42	40	43	34
Grade 4 Reading	28	25	28	29
Grade 5 Math	44	49	31	46
Grade 5 Reading	34	33	37	36
Grade 5 Science	60	54	30	19
Virginia Studies	63	81	47	42
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	4	2	0	0	4	0
1	4	0	2	0	1	1
2	4	0	2	0	1	1
3	4	2	0	1	1	2
4	4	1	1	0	1	2
5	3	0	0	0	3	0
Special Education	6	0	1	2	0	3
Total	29	5	6	5	11	7

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Teacher Performance and Mobility Information			
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0	
Number and percent of Exemplary teachers returning in 2016-2017	0	0	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	23	74%	
Number and percent of Proficient teachers returning in 2016-2017	18	58%	
Number and percent of Proficient teachers leaving in 2016-2017	5	6%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	8	26%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	6	19%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	2	10%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
	Number of All Teachers	Percent of All Teachers	Area of Teaching
Teacher Licensure Information			
Number and percent of teachers fully licensed in 2016-2017	27	93%	
Number and percent of provisionally licensed teachers in 2016-2017	2	7%	
Number and percent of new teachers to the school in 2016-2017	0	0	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	1	3.7%	Exceptional Education
Principal Information/Instructional Background			
Degree area (s)	Elementary Education Elementary School Counseling Administration and Supervision		
Total years of educational experience	20		
Total years as an Assistant Principal	4		
Total years as a Principal	1		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained An Educational Position Outside the Division			4	2	
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					
Left During the School Year					
Retired from Profession					
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					

Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

X Governance X Instructional Program X Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>GOVERNANCE The administrative team consisted of a principal and two assistant principals.</p>	<p>GOVERNANCE An administrative dean position will be added to the administrative team during the 2016-17 school year.</p>	<p>GOVERNANCE The administrator's ability to monitor and support teachers will increase as administrative duties will be equitably distributed. All administrators will be tasked with the daily monitoring of instructional practices and providing adequate and timely feedback to improve instructional practices. Administrators will increase formal and informal observations by at least 50%.</p>
<p>INSTRUCTIONAL PROGRAM: READING Currently, many classroom teachers are utilizing the Benchmark Literacy Reading Program as a resource.</p>	<p>INSTRUCTIONAL PROGRAM: READING The Benchmark Literacy Program will implemented with fidelity during the 2016-17 school year.</p>	<p>INSTRUCTIONAL PROGRAM: READING By implementing this research based ELA program with fidelity, students will show growth in vocabulary, fluency, independent reading, comprehension and ELA skills and strategies based on grade level standards. Students will reduce the failure rate in the area of reading by at least 10%.</p>

<p>INSTRUCTIONAL PROGRAM: MATH Currently, the use of the array of math resources provided with the EnVision math program are inconsistent with many teachers.</p>	<p>INSTRUCTIONAL PROGRAM: MATH It will be required that the EnVision math program components and activities be used more consistently during math instruction as it aligns with the outlined curriculum.</p>	<p>INSTRUCTIONAL PROGRAM: MATH By utilizing the resources more consistently, teachers will have a variety of tools to use when instructing math to ensure that appropriate strategies and approach to content is delivered based on curriculum standards. Students will reduce the failure rate in the area of math by at least 10%.</p>
<p>STAFF: TITLE I MATH RESOURCE TEACHER The Title I Math Resource Teacher was added to our school this year. Until the 2015-16 school year, we only had one Title I Math Teacher.</p>	<p>STAFF: TITLE I MATH RESOURCE TEACHER The Title I Math Resource Teacher retired at the end of the school year. We plan to hire a new Title I Math teacher for the upcoming school year.</p>	<p>STAFF: TITLE I MATH RESOURCE TEACHER The new Title I Math Teacher will share the responsibility of supporting, coaching, modeling best practices in math while supporting individual and small groups of students based on weak skills. Students will reduce the failure rate in the area of math by at least 10%.</p>
<p>STAFF: PBIS COACH The PBIS Coach was a new position added to our school at the end of April 2016. For the remainder of the school year, the PBIS Coach worked closely with teachers with classroom management techniques and consistent use of PBIS strategies. He also supported students with chronic behavioral concerns.</p>	<p>STAFF: PBIS COACH For the upcoming school year, the PBIS will be tasked with providing teachers with a refresher PD on the PBIS system, support them daily in the implementation of PBIS in the classroom, recognize teachers and students for consistently utilizing PBIS, and supporting teachers with individual behavior plans and contracts based on student need.</p>	<p>STAFF: PBIS COACH Through consistent use of the PBIS school wide, a more positive school climate and environment will exist, student behaviors and suspensions will be minimized and the school environment will be more conducive to teaching and learning. The number of suspensions will decrease by 20%.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>READING:</p> <ul style="list-style-type: none"> ● “Read Aloud at Home” - to provide parents with easy, simple procedures when reading with their child at home. Staff will model with parents prompts to use before, during and after reading ● “Word Work” - to provide parents with strategies to assist with decoding unfamiliar words. Staff will model techniques and provide materials for parents such as magnetic letters to assist them in reviewing letter identification, sight words, vowel sounds and spelling, and making and taking words apart ● “Just Right Level” - to assist parents with understanding how to select appropriate text. Staff will provide parents with a variety of fiction and nonfiction text using their child’s instructional reading level according to PALS data. ● “Real Athletes Read” - Parents will have the opportunity for their child to meet athletes from local high schools and universities who will come and share the importance of reading while sharing their favorite children’s book. ● “Chat and Chew” - grade level parent workshops that will focus on the importance of attendance, how parents can help their child at home and how to create a literate environment at home. 	<ul style="list-style-type: none"> ● Students will begin to self-correct, think and talk about what they read. ● Students will understand how to identify and decode words and orally recite letters, sounds and words independently. ● Students will begin reading text at their independent reading level which will cause less frustration to the student. ● Students will develop a love for reading and understanding the importance of being able to respond to text read.
<p>MATH:</p> <ul style="list-style-type: none"> ● “Math Problem of the Day” - Students will be given. Parents will be encouraged to review these problems with students regularly. ● “Monthly Math Calendars” - Calendars will be sent home monthly to keep 	<ul style="list-style-type: none"> ● Students will become fluent in explaining and working through the process of problem solving. ● Students will have an opportunity of continuous review of skills and basic facts. ● Students will participate in math games

<p>parents informed of upcoming math objectives. Also, occasionally strategies will be included so that parents can review content and support their child at home.</p> <ul style="list-style-type: none"> ● “Football and Families” - Families will get the opportunity to engage in football themed math games and activities. ● “Math and Movement Game Night” - This will be an SOL themed game night to get students and families moving with math as various skills are reviewed. ● “Homework Help / Math Scoop” - Staff will develop a social media page that will include tips, ideas, information and will allow parents to ask math related questions. 	<p>and activities with their families to demonstrate comprehension on concrete and abstract math skills based on their grade level.</p>

Closing Rationale with Trajectory of Progress

Based on the SOL data presented in this application, Woodville Elementary has shown growth in the areas of Reading and Math.

- In Reading, an increase of 5 percentage points was noted from 2015/16 to 2016/17 school year.
- In Math, an increase of 11 percentage points was noted from 2015/16 to 2016/17 school year.

In the trajectory of progress chart below, it shows that Woodville will continue to work towards growth by decreasing the failure rate by at least 10% or more over the next three years.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2016-2017 Preliminary Pass rate based on 2015-2016 SOL assessments	2017-2018	2018-2019	2019-2020
English	38	43	49	55
Math	44	50	55	60

Richmond City Public Schools

Woodville Elementary School

Science	21	29	37	44
History	45	51	56	61

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

Attachment DD1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 86%	Gr 3-5: 86%	*35%	36%	33%	38%
Mathematics	87%	*81%	40%	46%	33%	44%
History and Social Sciences	*Gr 3: 73% *Gr 4-8: 75%	Gr 3: 76% Gr 4-8: 89%	75%	71%	45%	45%
Science	Gr 3: 81% Gr 5-8: 77%	Gr 3: 71% Gr 5-8: 80%	*53%	48%	30%	21%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

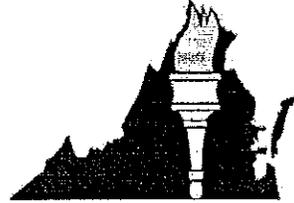
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	84%	86%	*31%	27%	29%	33%
English: Writing	93%	78%	51%	58%	N/A	N/A
History and Social Sciences	*75%	83%	69%	67%	48%	45%
Mathematics	89%	*55%	36%	40%	30%	39%
Science	81%	75%	*53%	50%	30%	21%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement Partially Accredited: Reconstituted School Application

Division: Richmond Public Schools

School: Thomas Jefferson High School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Richmond Public School Board that Thomas Jefferson High school be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Jeffrey Bourne Typed School Board Chair Name

[Signature] School Board Chair Signature

7/18/16 Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage	
Richmond Public Schools		77%	
School		Title I Model	
Thomas Jefferson		NA-Not a Title I School	
Grade Level	Enrollment	English Language Learners	Special Education
9	156	8	40
10	140	8	30
11	107	9	35
12	158	10	30
Total	561	35	135

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	86	88	75	84
Mathematics	50	53	66	63
Science	63	67	76	63
History	74	68	63	64
Graduation and Completion Index (if applicable)	89	91	94	91

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
EOC Algebra I	35	48	56	47
EOC Algebra I I	68	62	63	78.13
EOC Biology	66	70	76	67
EOC Chemistry	68	78	86	63
EOC Earth Science	51	48	57	43
EOC Reading	80	85	75	75
EOC Geometry	44	51	76	39
EOC VA&US History	70	73	71	75
EOC W Geography	69	49	54	75
EOC World History I	NA	NA	NA	49
EOC World History II	82	74	56	53
Graduation and Completion Index (if applicable)	89	92	94	91

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
English	5	1	2	2	1	
Math	6	1	2	2	2	
History	6	1	2	1	3	
Science	4	0	0	2	2	
Special Education	8	0	2	3	2	1
Total	29	3	8	10	10	1

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information		Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016		5	11%	
Number and percent of Exemplary teachers returning in 2016-2017		5	11%	
Number and percent of Exemplary teachers leaving in 2016-2017		0	0%	
Number and percent of teachers scoring Proficient in 2015-2016		40	87%	
Number and percent of Proficient teachers returning in 2016-2017		35	76%	
Number and percent of Proficient teachers leaving in 2016-2017		5	11%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016		1	2%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017		1	2%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017		0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016		0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017		0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017		0	0%	
Teacher Licensure Information		Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017		40	87%	
Number and percent of provisionally licensed teachers in 2016-2017		6	13%	
Number and percent of new teachers to the school in 2016-2017		4	8%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)		0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)		0	0%	
Principal Information/Instructional Background				
Degree area (s)		Master of Education		
Total years of educational experience		9		
Total years as an Assistant Principal		18 months		
Total years as a Principal		1 year		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained An Educational Position Outside the Division			2		
*Sought/Obtained A Non-Educational Position Outside the Division			2		
Advanced in Profession			1		
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					

Left During the School Year					
Retired from Profession					
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

X Governance X Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Governance: 1) Staff fragmented in language/vision, especially per systems and procedures. 2) High level professionalism is the expectation. However, it is not demonstrated building wide. 3) Displaced parental involvement and support. Current practice involves a monthly Principal's coffee session and frequent communication.</p>	<p>Governance: 1) Shared language/vision through PD, modeling, high level accountability. 2) Clearly defined expectations that are deliberate and intentional for all will be established (supports staff, etc). 3) Enhanced collaboration with all stakeholders to support school objectives (Principal's Coffee and Parent Honor Roll, frequent invites-community members, etc)</p>	<p>Improved systems to facilitate a climate conducive to growth in student performance and student well being.</p>

<p>Instructional Program: 1) Rigor often rests with physically challenging activities (lengthy worksheets. 2) PLCs often define and develop targeted interventions for SOL remediation. 3) Student Learning Objectives are used by roughly 65% of the building to guide daily instruction.</p>	<p>Instructional Program: 1) Rigor will encompass cognitively challenging and not just physically challenging activities, incorporation of real world connections, and student inquiry as common practice. 2) PLCs will be accountable for developing interventions and implement ongoing remediation efforts throughout the year as common/standard practice. 3) Constant monitoring of the use of daily Student Learning Objectives for 100% compliance building wide.</p>	<p>Improved student performance outcomes and progressive growth towards exceeding state and federal benchmarks.</p>
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Family Engagement

<p>Activity Implementation Timeline and Description</p>	<p>Anticipated Impact on Student Achievement in Warned Area(s)</p>
<p>Principal’s Coffee Session-monthly dialogue/Q & A session</p>	<p>Enhanced collaboration to support school learning objectives</p>
<p>Routine Communication per student performance- Parentlink, Conferences, etc</p>	<p>Enhanced collaboration to support school learning objectives</p>

Closing Rationale with Trajectory of Progress

<p>Trajectory of Progress</p>				
<p>Content Area(s) not Fully Accredited</p>	<p>2015-2016</p>	<p>2016-2017</p>	<p>2017-2018</p>	<p>2018-2019</p>
<p>English</p>	<p>84</p>	<p>86</p>	<p>87</p>	<p>89</p>
<p>Math</p>	<p>63</p>	<p>67</p>	<p>70</p>	<p>73</p>
<p>Science</p>	<p>63</p>	<p>67</p>	<p>70</p>	<p>73</p>

History	64	67	70	73
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Rationale:

Prior to becoming principal, Thomas Jefferson High School experienced three years of progressively declining SOL scores. There was staff turnover in critical areas. There were three different assistant principals during that time frame, three different guidance counselors and the school had a few veteran teachers retire in one year. As a first year principal this year, I experienced a complete transition in front office staff, along with the previous trend of not having consistency and continuity in critical areas. I also noted some major issues such as embracing the high performance development model for having systems in place for day to day operations and high level professionalism. This year was dedicated to establishing systems and creating an atmosphere of high level professionalism in regards to practice. A dedication to changing school culture/climate per high expectations for everyone not just students, especially when we speak of instructional practice and establishing positive and productive relationships took place as it was lacking. Along with getting students to understand and invest in their own performance, this year has been a continuous cycle of developing teachers to match instructional practices with the way that students learn in the 21st century. Professional development throughout the year has been focused on being results oriented and not based in just teaching the curriculum and stopping there. We have enlisted division level support for enhancing instructional activities and focusing on rigor along with activities that are cognitively challenging and steering away from just physically challenging.

A need to build capacity within the Administrative Team and Leadership Team (Department Chairs) to become 21st century instructional leaders and not transactional managers, as they have been in the past, was identified. Assistant Principals had taken on a role of being transactional in nature and Department Chairs were ceremonial in title in past. This year, Department Chairs became for involved in instructional leadership by being involved in the lesson plan review process, support for teachers within their departments, guiding the PLC process within their departments and data reporting. Assistant Principals became involved in establishing lesson plan review procedures this year to ensure lessons were aligned in content and rigor, meaningful activities were in place and they analyzed assessment and processes for using assessment to guide instruction to account for the gaps in learning. Routine observations and immediate feedback were also established as norms of instructional leadership for the Administrative Team.

Collaboration was identified as not being common practice, along with using data to drive instruction, interventions and tiering of students. Therefore, we embraced and implemented the Professional Learning Communities model this year. This included planning lessons, collaboration in terms of practice, data reporting and tiering of students for intervention. In that model, the practice of ongoing remediation was put in place to account for gaps in learning.

Thomas Jefferson also has a transient population, where students move from one school within the district to another throughout the school year. Therefore, this has an adverse impact on the continuity in instruction. Thomas Jefferson also accepts students via open enrollment (per students residing outside of the attendance zone) and these students must provide their own transportation. In this, it has been discovered historically that these students have attendance issues per late arrival and in some cases missing 1st period in its entirety. Although we have interventions through the student attendance support team, it is an ongoing issue that impacts instruction.

Thomas Jefferson did not have strong community partnerships in the previous three years, an organized and active PTA, or parental involvement and engagement to support school learning objectives. This year, a very valuable partner was secured for this purpose, restructuring our PTA took place and officers were put in place to begin the work, frequent communication and transparency was established with parents via Parentlink, school website, and Principal's coffee session this year. These efforts are projected to have a huge impact on Thomas Jefferson High School's success.

**Virginia Department of Education
State/Federal Accountability Data
Thomas Jefferson High
Grades: 09 - 12
Richmond City**

Attachment DD1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 94%	Gr 6-8: 94%	*86%	88%	75%	89%
Mathematics	87%	*76%	50%	53%	66%	66%
History and Social Sciences	*Gr 4-8: 80%	Gr 4-8: 79%	74%	74%	63%	67%
Science	Gr 5-8: 89%	Gr 5-8: 86%	*78%	72%	76%	64%
Graduation and Completion Index	87%	87%	89%	92%	94%	92%

Federal Accountability Status

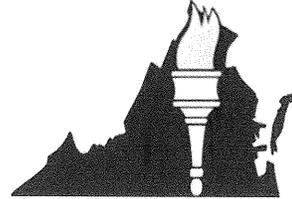
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	89%	92%	*79%	84%	75%	77%
English: Writing	95%	78%	69%	67%	64%	95%
History and Social Sciences	*80%	79%	74%	68%	62%	68%
Mathematics	87%	*56%	49%	53%	65%	64%
Science	89%	86%	*62%	67%	76%	64%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Roanoke City Public Schools

School: Garden City Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Roanoke City Public Schools School Board that Garden City Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Annette Lewis Typed School Board Chair Name

Annette Lewis School Board Chair Signature

8/9/16 Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Roanoke City Public Schools		CEP Multiplier: 61.32%		
School		Title I Model		
Garden City Elementary School		School-wide Program		
Grade Level	Enrollment	English Language Learners	Special Education	
PK	26	0	8	
K	65	2	14	
1	48	1	13	
2	68	0	11	
3	57	4	15	
4	52	1	15	
5	55	0	20	
Total	371	8 (2%)	96 (26%)	

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	64	63	65	71
Mathematics	63	67	74	82
Science	78	66	81	82
History	84	77	76	80
Graduation and Completion Index (if applicable)				

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English- 3 rd grade; EOC English				
Reading – 3 rd gr	65	56	69	73
Reading – 4 th gr	59	51	54	69
Reading – 5 th gr	81	51	73	70
Math – 3 rd gr	76	54	69	78
Math – 4 th gr	68	63	81	82
Math – 5 th gr	47	64	71	84
History	84	77	76	80
Science – 3 rd gr	84	70	n/a	n/a
Science – 5 th gr	77	61	81	82
Writing	62	55	n/a	n/a
Graduation and Completion Index (if applicable)				

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	3			1	2	
1	2		1		1	
2	4		1	2	1	
3					2	1
4	2					2
5	2		1		1	
Special Education	6		4		1	1
Total	22		7	3	8	4

Please note that the numbers reflect data from the 2015-2016 school year. Information for the 2016-2017 school year is not available at this time.

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	2	8%	
Number and percent of Exemplary teachers returning in 2016-2017	2	100%	
Number and percent of Exemplary teachers leaving in 2016-2017			
Number and percent of teachers scoring Proficient in 2015-2016	22	92%	
Number and percent of Proficient teachers returning in 2016-2017	22	100%	
Number and percent of Proficient teachers leaving in 2016-2017			
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017			
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017			
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	28	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0%	
Number and percent of new teachers to the school in 2016-2017	2	8%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	Interdisciplinary Studies; Administration/Supervision		
Total years of educational experience	21		
Total years as an Assistant Principal	7		
Total years as a Principal	4		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	0	0	0	0	0
*Sought/Obtained An Educational Position Outside the Division	0	0	0	0	0
*Sought/Obtained A Non-Educational Position Outside the Division	0	0	0	0	0
Advanced in Profession	0	0	0	0	0
Left Solely for Higher Pay	0	0	0	0	0
Personal Reasons (family, health, education)	0	0	0	0	0
Left During the School Year	0	0	0	0	0
Retired from Profession	0	0	0	0	0
Left Profession/Field	0	0	0	0	0
Resigned In Lieu of Dismissal/Termination	0	0	0	0	0
Dismissed/Non-Renewed	0	0	0	0	0
Other Reasons Not Identified Above	0	0	0	0	0

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program – Reading: In 2015-2016, a newly hired Curriculum Supervisor reversed the expectation that the reading specialist within the school would model and coach the teachers in Reading. He explicitly told them not to do it, that the procedures that were being used were incorrect. We believe that this had a negative impact on the students’ academic achievement in Reading.</p>	<p>Instructional Program – Reading: Reading specialists within the schools will model and coach effective reading strategies to classroom teachers. The focus will be on a balanced literacy program with progress monitoring at regular intervals.</p>	<p>Instructional Program – Reading: Teachers will be trained in the use of effective, research-based reading strategies and will progress monitor all students at regular intervals. Strategy use will be monitored by administrator collection of weekly lesson plans and classroom observations and walkthroughs.</p>
<p>Instructional Program – Reading: LLI kits purchased in 2014-2015 were not used with fidelity. A newly hired Curriculum Supervisor insisted that the focus of all Reading instruction should be on the fluency piece.</p>	<p>Instructional Program – Reading: LLI kits will be used effectively. Training will be reinforced by the school reading specialist, the school instructional coach, and the division reading coordinator assigned to the building.</p>	<p>Instructional Program – Reading: All students will increase reading level to grade proficiency by the end of the year. Those who were already at grade level proficiency will increase their reading level by at least 1.5 grade levels.</p>
<p>Instructional Program – Reading: In 2015-2016, there was no focus on progress monitoring. A newly hired Curriculum Supervisor expected teachers to use PALS instead of Fountas and Pinnell resources that had been purchased in the previous year.</p>	<p>Instructional Program – Reading: Fountas and Pinnell resources will be used with fidelity.</p>	<p>Instructional Program – Reading: All students will increase reading level to grade proficiency by the end of the year. Those who were already at grade level proficiency will increase their reading level by at least 1.5 grade levels</p>
<p>Governance – Central Office: RCPS hired a new Curriculum Supervisor for the 2015-2016 school year with high confidence that this individual would provide leadership in reading instruction. This individual came to us with the assurance that he had been successful in providing specialized training to Focus schools and other schools in need of improvement. No indication was given to the contrary when reference checks were completed.</p>	<p>Governance – Central Office: Roanoke City Schools has recently hired three new Division Elementary Reading Coordinators to replace a Curriculum Supervisor.</p>	<p>Governance – Central Office: The capacity of Central Office key instructional leaders to monitor the written, taught and tested curriculum will be increased leading to improved student outcomes in Reading. New benchmark and simulation assessments will be created to monitor student progress. Regular professional development will be designed and implemented to improve reading instruction through consistent instructional practices.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program – Reading: The 21st Century Community Learning Center curriculum was disjointed from that of the school.</p>	<p>Instructional Program – Reading: A new 21st Century Program Director was hired to ensure coordination between the curricula of the program and the school. The focus of the program will be to strongly enforce the reading instruction and provide small group tutorials for students who are not reading at grade level. In addition, a family and community engagement will be enhanced through regular evening functions that will occur every other week at a minimum.</p>	<p>All students who are reading below grade level will participate regularly in the 21st Century program. These students will be reading at or above grade level by the end of the school year. In addition, parents of these students will participate in at least half of the evening functions to support their students’ endeavors to increase their achievement in reading.</p>
<p>Instructional Program: Approximately 60% of all students had at least 5 unexcused absences, 32% had at least 10 unexcused absences, and 9% had at least 20 unexcused absences.</p>	<p>Instructional Program: A social media campaign to be in school from the very first day will begin this summer and being in school daily will be promoted by district social media. In addition, the Student Support Specialist will be using materials from Attendance Works to have discussions with parents of truant students about the importance of daily school attendance.</p>	<p>Instructional Program: The percentage of students who are absent at least 5 days will decrease 10 points. The percentage of chronically absent students will decrease at least 2 points.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>August: Open House and Back-to-School Night</p>	<p>Parents will be able to get involved in the school early by meeting students’ teachers and joining the PTA.</p>
<p>Monthly: Parent Night for all students to share what students have done during the previous reporting period and to provide a preview of the next reporting period. Examples include: Grandparents Lunch, Parents Day Feast Multicultural Night, Literacy Night, Veterans Day Program, Winter Concert, and SOL Night.</p>	<p>Parents will see the work that their students are completing and be able to ask questions about future lessons.</p>
<p>Each semester: Every grade level will invite parents to school one day to have a special activity with the parents. For example, third grade parents will come in to watch the launch of the marshmallow catapults for science.</p>	<p>Parents will come to the school building during the day to see what their students are doing in school.</p>
<p>School newsletter will be sent home monthly and</p>	<p>There will be an increase in communication about</p>

rapid notification phone calls will be made. Teacher newsletters will be sent home weekly.	events at the school so that parents will be more knowledgeable about what their students are doing in school.
Reading: The 21 st Century Community Learning Center Program will provide family activities designed to parallel reading instruction in the classroom at least once every two weeks.	Parents will be able to engage in appropriate conversations about reading with their students. They will be able to understand the instruction that has been provided in the regular classrooms and encourage their students to read more.
Materials from Attendance Works will be distributed to parents monthly to remind them of the importance of daily school attendance.	As a result of decreased absences, students will be in the classrooms more days out of the school year and will thereby receive more instruction, which will lead to higher levels of student academic achievement in Reading.
Daily personal phone calls will be made to parents of students who are tardy more than 5 times or absent more than 3 times in a nine weeks grading period in order to remind them of the importance of school attendance.	Parents will have a consistent reminder of the importance of being in school, every day, on time.

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	71	75	77	79
Math	82	84	86	88
Science	82	84	86	88
History	80	82	84	86

Roanoke City Public Schools will continue to monitor and support the increased capacity for teaching and learning reading at Garden City Elementary. We respectfully request the school receive Partially Accredited – Reconstituted School status for the 2016-2017 school year based on the following reasons:

1. Garden City Elementary has been showing steady improvement in the area of Reading. Based on the trajectory seen since the inception of the new SOLs in reading, Garden City exceeded expectations for improvement of SOL scores in the area of Reading.
2. In 2014-2015, RCPS instituted new practices in the area of Reading instruction. For the 2015-2016 school year, four of six schools that were not fully accredited followed those practices. All four of those schools showed improvement in Reading and three of the four are fully accredited for the 2016-2017 school year. Garden City Elementary was one of the four that showed improvement, but was the only one that did not meet the benchmark for full accreditation. For the 2016-2017, Garden City will continue to follow those research-based practices which lead to the full accreditation of three other elementary schools, including following a balanced literacy program with progress monitoring at regular intervals.
3. RCPS has a good track record with school improvement. Of the six schools in the third year of not being fully accredited, it is anticipated that three will be fully accredited. We have hired three new elementary reading coaches at the central office level who will be

responsible for analyzing data, rewriting curriculum to strengthen weaknesses, and providing regular on-the-job professional development for elementary reading teachers and reading specialists.

- 4. We firmly believe that the changes being put into place for the 2016-2017 school year will provide enough support for Reading instruction at Garden City Elementary School that student achievement in Reading will increase in such a manner that the school will be fully accredited.**

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

Attachment EE1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 77%	Gr 3-5: 79%	*64%	63%	65%	72%
Mathematics	82%	*79%	72%	67%	74%	82%
History and Social Sciences	*Gr 3: 78% *Gr 4-8: 88%	Gr 3: 87% Gr 4-8: 77%	84%	77%	76%	80%
Science	Gr 3: 81% Gr 5-8: 80%	Gr 3: 84% Gr 5-8: 77%	*78%	75%	81%	83%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

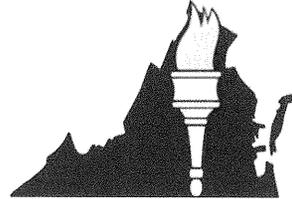
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Did Not Meet All Federal AMOs - MHE	Title I - School Wide Program
2014-2015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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	76%	83%	*69%	53%	65%	69%
English: Writing	78%	73%	62%	55%	N/A	N/A
History and Social Sciences	*86%	84%	85%	78%	78%	78%
Mathematics	84%	*71%	65%	59%	74%	75%
Science	82%	84%	*81%	67%	83%	85%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Roanoke City Public Schools

School: Hurt Park Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Roanoke City Public Schools School Board that Hurt Park Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Annette Lewis Typed School Board Chair Name

Annette Lewis School Board Chair Signature

8/9/16 Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Roanoke City Public Schools		CEP Multiplier: 88.17%		
School		Title I Model		
Hurt Park Elementary School		School-wide Program		
Grade Level	Enrollment	English Language Learners	Special Education	
PK	45	0	2	
K	97	10	19	
1	76	15	13	
2	87	13	16	
3	51	9	5	
4	69	10	13	
5	58	8	15	
Total	483	65 (13%)	83(17%)	

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	56	56	64	52
Mathematics	58	73	76	75
Science	66	64	75	72
History	88	80	73	81
Graduation and Completion Index (if applicable)				

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English- 3 rd grade; EOC English				
Reading – 3 rd gr	49	54	71	52
Reading – 4 th gr	64	45	55	50
Reading – 5 th gr	58	58	63	54
Math – 3 rd gr	44	61	79	76
Math – 4 th gr	67	68	76	82
Math – 5 th gr	58	63	67	64
History	88	80	73	81
Science – 3 rd gr	76	71	n/a	n/a
Science – 5 th gr	64	60	75	72
Writing	66	47	n/a	n/a
Graduation and Completion Index (if applicable)				

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	6		1	1	1	3
1	4		2		2	
2	4		2	1		1
3	3		1		1	1
4	2					2
5	3			1	1	1
Special Education	4		1	2		1
Total	26		7	5	5	9

Please note that the numbers reflect data from the 2015-2016 school year. Information for the 2016-2017 school year is not available at this time.

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	9	28%	
Number and percent of Exemplary teachers returning in 2016-2017	7	78%	
Number and percent of Exemplary teachers leaving in 2016-2017			
Number and percent of teachers scoring Proficient in 2015-2016	23	72%	
Number and percent of Proficient teachers returning in 2016-2017	18	78%	
Number and percent of Proficient teachers leaving in 2016-2017			
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017			
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017			
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	29	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0%	
Number and percent of new teachers to the school in 2016-2017	4	14%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	History; Administration/Supervision		
Total years of educational experience	23		
Total years as an Assistant Principal	0		
Total years as a Principal	2		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	0	0	0	0	0
*Sought/Obtained An Educational Position Outside the Division	0	0	0	0	0
*Sought/Obtained A Non-Educational Position Outside the Division	0	0	0	0	0
Advanced in Profession	0	0	0	0	0
Left Solely for Higher Pay	0	0	0	0	0
Personal Reasons (family, health, education)	0	0	0	0	0
Left During the School Year	0	0	0	0	0
Retired from Profession	0	1	2	0	0
Left Profession/Field	0	0	0	0	0
Resigned In Lieu of Dismissal/Termination	0	0	0	0	0
Dismissed/Non-Renewed	0	0	0	0	0
Other Reasons Not Identified Above	0	1	3	0	0

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Staff: Currently, there is no assistant principal.</p>	<p>Staff: Add an assistant principal who would be responsible for discipline so that the principal would be able to be the instructional leader in the school.</p>	<p>The principal would have more time to complete observations and conference with teachers, thereby supervising instruction more closely and being able to direct teacher actions to increase student achievement. The number of observations and conferences completed by the principal of teachers on testing levels would increase by a net of at least one per teacher so that all teachers in testing grade levels are observed at least four times each year.</p>
<p>Staff: The Teacher on Administrative Assignment (TOA) resigned mid-year, and the Principal had to assume all administrative duties.</p>	<p>Staff: A new TOA has been hired to focus on enhancing school climate and culture with an emphasis on decreasing disciplinary incidents. The TOA will also be the school community liaison with the 21st Century Community Learning Center program.</p>	<p>Negative behaviors and disciplinary incidents will decrease by at least 25%. In addition, instruction in the 21st CCLC will be coordinated with the regular day instruction as evidenced by the lesson plans submitted weekly by teachers in the program.</p>
<p>Instructional Program – Reading: In 2015-2016, a newly hired Curriculum Supervisor reversed the expectation that the reading specialist within the school would model and coach the teachers in Reading. He explicitly told them not to do it, that the procedures that were being used were incorrect. We believe that this had a negative impact on the students’ academic achievement in Reading.</p>	<p>Instructional Program – Reading: Reading specialists within the schools will model and coach effective reading strategies to classroom teachers. The focus will be on a balanced literacy program with progress monitoring at regular intervals.</p>	<p>Instructional Program – Reading: Teachers will be trained in the use of effective, research-based reading strategies and will progress monitor all students at regular intervals. Strategy use will be monitored by administrator collection of weekly lesson plans and classroom observations and walkthroughs.</p>
<p>Instructional Program – Reading: LLI kits purchased in 2014-2015 were not used with fidelity. A newly hired Curriculum Supervisor insisted that the focus of all Reading instruction should</p>	<p>Instructional Program – Reading: LLI kits will be used effectively. Training will be reinforced by the school reading specialist, the school instructional coach, and the division reading coordinator</p>	<p>Instructional Program – Reading: All students will increase reading level to grade proficiency by the end of the year. Those who were already at grade level proficiency will increase their reading level</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
be on the fluency piece.	assigned to the building.	by at least 1.5 grade levels.
Instructional Program – Reading: In 2015-2016, there was no focus on progress monitoring. A newly hired Curriculum Supervisor expected teachers to use PALS instead of Fountas and Pinnell resources that had been purchased in the previous year.	Instructional Program – Reading: Fountas and Pinnell resources will be used with fidelity.	Instructional Program – Reading: All students will increase reading level to grade proficiency by the end of the year. Those who were already at grade level proficiency will increase their reading level by at least 1.5 grade levels
Governance – Central Office: RCPS hired a Curriculum Supervisor for the 2015-2016 school year with high confidence that this individual would provide leadership in reading instruction. This individual came to us with the assurance that he had been successful in providing specialized training to Focus schools and other schools in need of improvement. No indication was given to the contrary when reference checks were completed.	Governance – Central Office: Roanoke City Schools has recently hired three new Division Elementary Reading Coordinators to replace the Language Arts Supervisor.	Governance – Central Office: The capacity of Central Office key instructional leaders to monitor the written, taught and tested curriculum will be increased leading to improved student outcomes in Reading. New benchmark and simulation assessments will be created to monitor student progress. Regular professional development will be designed and implemented to improve reading instruction through consistent instructional practices.
Instructional Program – Reading: The 21 st Century Community Learning Center curriculum was disjointed from that of the school.	Instructional Program – Reading: A new 21 st Century Program Director was hired to ensure coordination between the curricula of the program and the school. The focus of the program will be to strongly enforce the reading instruction and provide small group tutorials for students who are not reading at grade level. In addition, a family and community engagement will be enhanced through regular evening functions that will occur every other week at a minimum.	All students who are reading below grade level will participate regularly in the 21 st Century program. These students will be reading at or above grade level by the end of the school year. In addition, parents of these students will participate in at least half of the evening functions to support their students’ endeavors to increase their achievement in reading.
Instructional Program: Approximately 53% of all students had at least 5 unexcused absences, 32% had at least 10 unexcused absences, and 9% had at least 20 unexcused absences.	Instructional Program: A social media campaign to be in school from the very first day will begin this summer and being in school daily will be promoted by district social media. In addition, the Student Support Specialist will be using materials from Attendance Works to have	Instructional Program: The percentage of students who are absent at least 5 days will decrease 10 points. The percentage of chronically absent students will decrease at least 2 points.

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	discussions with parents of truant students about the importance of daily school attendance.	
<p>Instructional Program: A Student Support Specialist works to identify truant students and meet with them and their parents to identify reasons for truancy, and supports or services that may be needed.</p>	<p>Over the course of the next two years and in conjunction with Youth Advocate Programs and the Roanoke Valley Junior League, 3 ten-week session-cycles will be held, each dedicated to a testing grade level, to work with approximately 20 families of students in each grade level who are chronically absent and are below grade level in reading. YAP has dedicated staff and advocates who will work with families to help identify and meet needs that will reduce barriers to school attendance and provide mentors for the students.</p>	<p>The percentage of chronically absent students will decrease at least 2 points.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
August: Open House and Back-to-School Night	Parents will be able to get involved in the school early by meeting students’ teachers and joining the PTA.
Monthly: Parent Night for all students to share what students have done during the previous reporting period and to provide a preview of the next reporting period. Students will receive a book to take home at each Parent Night.	Parents will see the work that their students are completing and be able to ask questions about future lessons. Students will be able to start a home library.
Monthly: School newsletter will be sent home and rapid notification phone calls will be made.	There will be an increase in communication about events at the school so that parents will be more knowledgeable about what their students are doing in school.
Reading: The 21 st Century Community Learning Center Program will provide family activities designed to parallel reading instruction in the classroom at least once every two weeks.	Parents will be able to engage in appropriate conversations about reading with their students. They will be able to understand the instruction that has been provided in the regular classrooms and encourage their students to read more.
Materials from Attendance Works will be distributed to parents monthly to remind them of the importance of daily school attendance.	As a result of decreased absences, students will be in the classrooms more days out of the school year and will thereby receive more instruction, which will lead to higher levels of student academic achievement in Reading.

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	52	75	77	79
Math	75	77	79	81
Science	72	75	77	79
History	81	83	85	87

Roanoke City Public Schools will continue to monitor and support the increased capacity for teaching and learning reading at Hurt Park Elementary. We respectfully request the school receive Partially Accredited – Reconstituted School status for the 2016-2017 school year based on the following reasons:

1. Until the 2015-2016 school year, Hurt Park Elementary School had been showing steady improvement in the area of Reading. Had the trajectory seen since the inception of the new SOLs in reading continued for the 2015-2016 school year, at the worst, Hurt Park would have improved to at least a projected 74% pass rate.
2. In 2014-2015, RCPS instituted new practices in the area of Reading instruction. For the 2015-2016 school year, four of six schools that were not fully accredited followed those

practices. All four of those schools showed improvement in Reading and three of the four are fully accredited for the 2016-2017 school year. Hurt Park Elementary was one of the two schools directed by a newly hired Curriculum Supervisor, who is no longer employed by the district, not to follow the practices put into place the previous year. When the data consistently showed that student academic performance was not increasing, but in fact decreasing, it was too late to change the impact of this decision. As a result, Hurt Park did not show progress in the area of Reading.

3. RCPS has a good track record with school improvement. Of the six schools in the third year of not being fully accredited, it is anticipated that three will be fully accredited. We have hired three new elementary reading coaches at the central office level who will be responsible for analyzing data, rewriting curriculum to strengthen weaknesses, and providing regular on-the-job professional development for elementary reading teachers and reading specialists.
4. We firmly believe that the changes being put into place for the 2016-2017 school year will provide enough support for Reading instruction at Hurt Park Elementary School that student achievement in Reading will increase in such a manner that the school will be fully accredited.

**Virginia Department of Education
State/Federal Accountability Data
Hurt Park Elementary
Grades: PK - 05
Roanoke City**

Attachment EE1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 75%	Gr 3-5: 80%	*56%	56%	64%	54%
Mathematics	84%	*77%	58%	73%	76%	76%
History and Social Sciences	*Gr 3: 71% *Gr 4-8: 89%	Gr 3: 83% Gr 4-8: 80%	88%	80%	73%	83%
Science	Gr 3: 64% Gr 5-8: 81%	Gr 3: 81% Gr 5-8: 81%	*72%	64%	75%	73%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

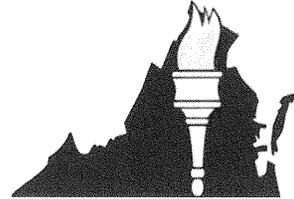
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Did Not Meet All Federal AMOs - MHE	Title I - School Wide Program
2014-2015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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	73%	83%	*57%	52%	63%	46%
English: Writing	77%	68%	66%	47%	N/A	N/A
History and Social Sciences	*82%	83%	91%	82%	75%	83%
Mathematics	82%	*65%	56%	64%	74%	78%
Science	71%	77%	*70%	66%	77%	72%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Roanoke City Public Schools

School: Westside Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Roanoke City Public Schools School Board that Westside Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Annette Lewis Typed School Board Chair Name

Annette Lewis School Board Chair Signature

8/9/16 Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Roanoke City Public Schools		CEP Multiplier: 72.82%		
School		Title I Model		
Westside Elementary School		School-wide Program		
	Grade Level	Enrollment	English Language Learners	Special Education
	PK	43	0	5
	K	179	18	21
	1	144	18	22
	2	169	11	28
	3	156	20	26
	4	137	19	13
	5	125	22	18
	Total	953	108 (11%)	133 (14%)

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	55	68	71	63
Mathematics	76	76	78	78
Science	66	73	69	73
History	90	82	88	73
Graduation and Completion Index (if applicable)				

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English- 3 rd grade; EOC English				
Reading – 3 rd gr	52	68	68	58
Reading – 4 th gr	65	56	63	61
Reading – 5 th gr	54	66	67	70
Math – 3 rd gr	58	61	71	80
Math – 4 th gr	82	80	81	79
Math – 5 th gr	72	70	68	76
History	90	82	88	73
Science – 3 rd gr	80	82	n/a	n/a
Science – 5 th gr	58	67	69	73
Writing	42	57	n/a	n/a
Graduation and Completion Index (if applicable)				

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
K	8		3		2	3
1	8		1	1	4	2
2	7		5			2
3	7		1	4	2	
4	5		4	1		
5	5		1	2	1	1
Special Education	5		3	1	1	
Total	45		18	9	10	8

Please note that the numbers reflect data from the 2015-2016 school year. Information for the 2016-2017 school year is not available at this time.

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	17	30%	
Number and percent of Exemplary teachers returning in 2016-2017	14	82%	
Number and percent of Exemplary teachers leaving in 2016-2017			
Number and percent of teachers scoring Proficient in 2015-2016	37	65%	
Number and percent of Proficient teachers returning in 2016-2017	29	78%	
Number and percent of Proficient teachers leaving in 2016-2017			
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	3	5%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	2	66%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017			
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017			
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	52	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0%	
Number and percent of new teachers to the school in 2016-2017	9	17%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	Middle Grade Education; School Administration		
Total years of educational experience	13		
Total years as an Assistant Principal	5		
Total years as a Principal	2		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	0	0	0	0	0
*Sought/Obtained An Educational Position Outside the Division	0	0	0	0	0
*Sought/Obtained A Non-Educational Position Outside the Division	0	0	0	0	0
Advanced in Profession	0	0	0	0	0
Left Solely for Higher Pay	0	0	0	0	0
Personal Reasons (family, health, education)	0	0	0	0	0
Left During the School Year	0	0	0	0	0
Retired from Profession	0	1	0	0	0
Left Profession/Field	0	0	0	0	0
Resigned In Lieu of Dismissal/Termination	0	0	0	0	0
Dismissed/Non-Renewed	0	0	0	0	0
Other Reasons Not Identified Above	0	2	8	1	0

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Staff: Assistant Principals – one certified K-6 who taught 6th grade mathematics, one certified History/Government</p>	<p>Hire two new Assistant Principals who have a strong background in elementary education K-5 and/or elementary reading</p>	<p>Administrative instructional strength will increase and classroom observations and conferences will have more meaningful impact on student academic achievement.</p>
<p>Instructional Program – Reading: In 2015-2016, a newly hired Curriculum Supervisor reversed the expectation that the reading specialist within the school would model and coach the teachers in Reading. He explicitly told them not to do it, that the procedures that were being used were incorrect. We believe that this had a negative impact on the students’ academic achievement in Reading.</p>	<p>Instructional Program – Reading: Reading specialists within the schools will model and coach effective reading strategies to classroom teachers. The focus will be on a balanced literacy program with progress monitoring at regular intervals.</p>	<p>Instructional Program – Reading: Teachers will be trained in the use of effective, research-based reading strategies and will progress monitor all students at regular intervals. Strategy use will be monitored by administrator collection of weekly lesson plans and classroom observations and walkthroughs.</p>
<p>Instructional Program – Reading: LLI kits purchased in 2014-2015 were not used with fidelity. A newly hired Curriculum Supervisor insisted that the focus of all Reading instruction should be on the fluency piece.</p>	<p>Instructional Program – Reading: LLI kits will be used effectively. Training will be reinforced by the school reading specialist, the school instructional coach, and the division reading coordinator assigned to the building.</p>	<p>Instructional Program – Reading: All students will increase reading level to grade proficiency by the end of the year. Those who were already at grade level proficiency will increase their reading level by at least 1.5 grade levels.</p>
<p>Instructional Program – Reading: In 2015-2016, there was no focus on progress monitoring. A newly hired Curriculum Supervisor expected teachers to use PALS instead of Fountas and Pinnell resources that had been purchased in the previous year.</p>	<p>Instructional Program – Reading: Fountas and Pinnell resources will be used with fidelity.</p>	<p>Instructional Program – Reading: All students will increase reading level to grade proficiency by the end of the year. Those who were already at grade level proficiency will increase their reading level by at least 1.5 grade levels</p>
<p>Governance – Central Office: RCPS hired a Curriculum Supervisor for the 2015-2016 school year with high confidence that this individual would provide leadership in reading instruction. This individual came to us with the assurance that he had been successful in</p>	<p>Governance – Central Office: Roanoke City Schools has recently hired three new Division Elementary Reading Coordinators to replace the Language Arts Supervisor.</p>	<p>Governance – Central Office: The capacity of Central Office key instructional leaders to monitor the written, taught and tested curriculum will be increased leading to improved student outcomes in Reading. New benchmark and simulation assessments will be created to</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>providing specialized training to Focus schools and other schools in need of improvement. No indication was given to the contrary when reference checks were completed.</p>		<p>monitor student progress. Regular professional development will be designed and implemented to improve reading instruction through consistent instructional practices.</p>
<p>Instructional Program – Reading: The 21st Century Community Learning Center curriculum was disjointed from that of the school. The 21st Century Coordinator for Westside’s program was dismissed in December due to management issues and the program was not run effectively until mid-January when the program was revamped.</p>	<p>Instructional Program – Reading: A new 21st Century Program Director was hired to ensure coordination between the curricula of the program and the school. The focus of the program will be to strongly enforce the reading instruction and provide small group tutorials for students who are not reading at grade level. In addition, a family and community engagement will be enhanced through regular evening functions that will occur every other week at a minimum.</p>	<p>All students who are reading below grade level will participate regularly in the 21st Century program. These students will be reading at or above grade level by the end of the school year. In addition, parents of these students will participate in at least half of the evening functions to support their students’ endeavors to increase their achievement in reading.</p>
<p>Instructional Program: Approximately 60% of all students had at least 5 unexcused absences, 31% had at least 10 unexcused absences, and 10% had at least 20 unexcused absences.</p>	<p>Instructional Program: A social media campaign to be in school from the very first day will begin this summer and being in school daily will be promoted by district social media. In addition, the Student Support Specialist will be using materials from Attendance Works to have discussions with parents of truant students about the importance of daily school attendance.</p>	<p>Instructional Program: The percentage of students who are absent at least 5 days will decrease 10 points. The percentage of chronically absent students will decrease at least 2 points.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
August: Open House and Back-to-School Night	Parents will be able to get involved in the school early by meeting students’ teachers and joining the PTA.
Every nine weeks: Parent Night for all students to share what students have done during the previous reporting period and to provide a preview of the next reporting period.	Parents will see the work that their students are completing and be able to ask questions about future lessons.
Monthly: School newsletter will be sent home and rapid notification phone calls will be made.	There will be an increase in communication about events at the school so that parents will be more knowledgeable about what their students are doing in school.
Reading: The 21 st Century Community Learning Center Program will provide family activities designed to parallel reading instruction in the classroom at least once every two weeks.	Parents will be able to engage in appropriate conversations about reading with their students. They will be able to understand the instruction that has been provided in the regular classrooms and encourage their students to read more.
Materials from Attendance Works will be distributed to parents monthly to remind them of the importance of daily school attendance.	As a result of decreased absences, students will be in the classrooms more days out of the school year and will thereby receive more instruction, which will lead to higher levels of student academic achievement in Reading.

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	63	75	77	79
Math	78	80	82	84
Science	73	75	77	79
History	73	75	77	79

The rating of Partially Accredited: Reconstituted School should be granted to Westside Elementary School for four main reasons:

1. Until the 2015-2016 school year, Westside Elementary had shown steady improvement in the area of Reading. Had the trajectory seen since the inception of the new SOLs in reading continued for the 2015-2016 school year, at the worst, Westside would have improved to a projected 74% pass rate.
2. In 2014-2015, RCPS instituted new practices in the area of Reading instruction. For the 2015-2016 school year, four of six schools that were not fully accredited followed those practices. All four of those schools showed improvement in Reading and three of the four are fully accredited for the 2016-2017 school year. Westside Elementary was one of the two

schools directed by a newly hired Curriculum Supervisor, who is not longer employed by the district, not to follow the practices put into place the previous year. When the data consistently showed that student academic performance was not increasing, but in fact decreasing, it was too late to change the impact of this decision. As a result, Westside did not show progress in the area of Reading.

- 3. RCPS has a good track record with school improvement. Of the six schools in the third year of not being fully accredited, it is anticipated that three will be fully accredited. We have hired three new elementary reading coaches at the central office level who will be responsible for analyzing data, rewriting curriculum to strengthen weaknesses, and providing regular on-the-job professional development for elementary reading teachers and reading specialists.**
- 4. We are hiring two new assistant principals for Westside Elementary with the hopes of strengthening the instructional background of the administrative leadership. These administrators will meet regularly with the Executive Director of K-5 Instruction to monitor student academic progress closely.**

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

Attachment EE1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 79%	Gr 3-5: 82%	*55%	68%	71%	64%
Mathematics	91%	*75%	76%	76%	78%	79%
History and Social Sciences	*Gr 3: 71% *Gr 4-8: 83%	Gr 3: 79% Gr 4-8: 85%	90%	82%	88%	74%
Science	Gr 3: 77% Gr 5-8: 77%	Gr 3: 87% Gr 5-8: 87%	*77%	73%	70%	74%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Made AYP	Title I - School Wide Program
2012-2013	2011-2012	Title I Priority School	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	78%	82%	*57%	64%	66%	61%
English: Writing	76%	80%	42%	57%	N/A	N/A
History and Social Sciences	*81%	84%	89%	83%	83%	71%
Mathematics	90%	*75%	71%	70%	73%	76%
Science	78%	88%	*68%	75%	70%	72%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement Partially Accredited: Reconstituted School Application

Division: Rockbridge County Public Schools

School: Natural Bridge Elementary School

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

8 VAC 20-131-300.C.4 states that “Based on a school’s academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of Rockbridge County School Board that Natural Bridge Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

David McDaniel Typed School Board Chair Name

School Board Chair Signature

7/14/2016 Date

School Information/Demographics

Division: Rockbridge County Public Schools		Free/Reduced Lunch Eligible Percentage: 63	
School: Natural Bridge Elementary School		Title I Model: Targeted Assistance	
Grade Level	Enrollment	English Language Learners	Special Education
PreK	17	0	2
K	37	1	3
1	36	0	7
2	46	0	4
3	50	2	11
4	41	1	10
5	39	0	16
Total	266	4	53

Changes in the last two years include the addition of an administrative intern position starting in the 2014-2015 school year, a third Title I teacher brought in January 2016, and most recently, a new building principal has been hired for the 2016-17 school year.

Along with a new building principal for the upcoming year, the master schedule has been adjusted to include 2-30 minute intervention periods each day, one for math and one for reading intervention. Core content teachers will also have 60 minutes of common planning time daily, an increase from last year's schedule.

Several teachers have been given new grade level and/or content assignments. In order to enhance existing teams, teachers whose strengths suggest students will conclude their year more prepared with a solid skill set were moved within the building.

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	56	56	61	69
Mathematics	70*	57	72	82
Science	75	71	83	79
History	75	70	82	74
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English - 3rd Grade	50	38	56	50
English - 4th Grade	54	63	49	73
English - 5th Grade	70	63	78	82
English: Writing - 5th Grade	57	51	n/a	n/a
Math - 3rd Grade	46	45	63	67
Math - 4th Grade	66	72	67	92
Math - 5th Grade	83	50	84	89
History - 3rd Grade	75	67	n/a	n/a
Virginia Studies - 4th Grade	69	76	83	74
US History I - 5th Grade	87	68	n/a	n/a
Science - 3rd Grade	69	74	n/a	n/a
Science - 5th Grade	83	66	84	79
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
Pre Kindergarten	1					
Kindergarten	3		1		1	1
1st Grade	3		1	1	1	
2nd Grade	2					2
3rd/Reading	1	1	1			
3rd/Math	1			1		
3rd/Science	1				1	
3rd/S.Studies	1				1	
4th/Reading	1	1	1			
4th /Math	1				1	
4th /Science	1				1	
4th /S.Studies	1				1	
5th/Reading	1			1		
5th /Math	1				1	
5th /Science	1				1	
5th /S.Studies	1			1		
Special Education	3				2	1
Reading Specialists	3				2	1
Math Specialist	1					1
Total	27					

Several staff changes for the 2016-17 school year have been made in order to match instructional expertise within areas of need for the school. In addition to hiring a new principal with extensive elementary experience, seven teachers (20%) have been reassigned to new grade levels and/or content areas, two teachers have left for teaching positions at other schools within the division, and two teachers, one new to our division and one from another elementary school in our district, have been hired to teach 3rd and 4th grade Reading. An additional Title I teacher was hired mid-year during the 2015-16 school year and that position will remain for the 16-17 school year. One special education position has been cut due to a decline in identified students so there will be three special education teachers in the building, one for grades K - 2, one for 3rd and 5th, and one for grade 4.

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	0	0	
Number and percent of Exemplary teachers returning in 2016-2017	0	0	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	22	100	
Number and percent of Proficient teachers returning in 2016-2017	20	91	
Number and percent of Proficient teachers leaving in 2016-2017	2	9	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	25	100	
Number and percent of provisionally licensed teachers in 2016-2017	0	0	
Number and percent of new teachers to the school in 2016-2017	2	8	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	Early/Primary Education PreK - 3; Elementary Grades 3-6; Admin and Supervision PreK-12		
Total years of educational experience	19		
Total years as an Assistant Principal	8		
Total years as a Principal	0		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher’s reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			2		
*Sought/Obtained An Educational Position Outside the Division					
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					
Left During the School Year					
Retired from Profession					
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

Reconstitution Information

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Governance: For the past six years, July 2010 to June 2016, Natural Bridge Elementary has been under the guidance of the same principal. Over the past three years, the school has not been fully accredited. In July 2014, an administrative intern position was added so the principal could spend more time focused on instruction.</p> <p>Although SOL scores have improved over the last few years, the gains have been minimal and the school has remained in focus status. The principal's presence in the classroom has been sporadic and typically visits were limited to standard formal observations and an occasional walkthroughs without follow-up with the teacher.</p> <p>During the 2015-16 school year, professional development for NBE staff was increased, addition of staff was implemented mid-year, new programs were added to address Tier II and III student needs, and division presence was increased. Teacher feedback indicated low morale and a feeling of confusion as it related to building leadership.</p>	<p>Governance: A new principal has been hired for the 2016-2017 school year. This new principal comes to Rockbridge County with 8 years of experience as an elementary assistant principal. Prior to that, he spent 11 years teaching at the elementary level. We are confident his leadership skills and knowledge of instruction will have a significant impact on student learning at Natural Bridge Elementary. The division has expressed the importance of being a regular presence in the classroom throughout the year and began planning with the administrative intern a schedule of observation, most notably, informal and frequent observation. It is anticipated that teacher morale will improve and consistent directions and guidance from the building leader will occur. Division presence will continue</p>	<p>Governance:An increase in day-to-day interactions between the building principal and teachers, follow-up with lesson planning and lesson execution, year-long professional development focused on assessment creation and progress monitoring, and regular data meetings with school and division-level staff will lead to improved outcomes in all content areas. The principal will spend at least 50% each day working directly with instruction.</p>
<p>Instructional Program: Literacy instruction in grades K - 2 has been inconsistent, both vertically and within grade levels. Although teachers have reported following the division's pacing and curriculum guides, through lesson plan examination</p>	<p>Instructional Program: This summer, teachers in grades K-2 will begin a year-long professional development series, led by the school's three reading specialists, focusing on balanced literacy instruction. In the initial stages of PD, emphasis will be</p>	<p>Instructional Program:The K-2 training will provide consistency among the lower grade levels as they plan and execute their lessons. The use of non-evaluative coaching and feedback will promote fidelity and continual improvement. By</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>at the division level, it became apparent that teachers were not carrying out consistent teaching practices, even within their grade level. A balanced diet was not being followed by all reading teachers and progress monitoring efforts were not effective.</p> <p>Professional development was provided for K-5 Reading teachers with the intention of focusing on assessment creation and progress monitoring. It quickly became apparent that the majority of the staff did not have a clear understanding of how to examine data and determine student needs, both for core instruction and intervention. More often than not, progress monitoring assessments were created and administered prior to tier placement and intervention but little to no follow-up after re-teaching to determine effectiveness of the intervention took place. Nor were adjustments made to core instruction practices. Therefore, PD focused on determining students' instructional needs and where that instruction best fit each student (whole group, small group, or individual).</p> <p>It became apparent in the Fall of 2015 that very few students were receiving the benefits of Title I instruction, despite meeting the criteria guideline set by the division. As a result, a third Reading Specialist was transferred to Natural Bridge at the beginning of the second semester (January 2016) and all students who had not been receiving services but various</p>	<p>placed on an overview of Literacy development, balanced literacy that includes the essential components of reading (phonics/phonemic awareness, comprehension, spelling and word study, writing, fluency, and vocabulary), assessment and grouping, characteristics of beginning, emergent, and transitional readers, and use of the Daily 5. Training will continue throughout the year with regularly scheduled observations by the reading specialists and building principal, feedback, and professional development sessions to ensure fidelity.</p> <p>Professional development will continue through Interactive Achievement for the 16-17 school year with a concentration on assessment creation and progress monitoring. The school has also applied to participate in the 2-year formative assessment pilot program offered through the DOE. We believe this program will further enhance student performance and supports school and division-level efforts toward improvement.</p> <p>The division has purchased the Fountas & Pinnell Leveled Literacy Intervention (LLI) program for use with students receiving Title I services. This intensive guided reading program will allow Reading staff to target gaps in student learning and provide extensive data that will be used to adjust intervention in a more effective and timely manner.</p>	<p>focusing on assessment creation and regular progress monitoring, identifying at-risk students will occur earlier and intervention can begin so end-results can be maximized. Through on-going professional development for grades K-2 and the addition of the LLI program for Title I students, 75% of students in grades K-2 will be on or above grade level in reading by the end of the 2016-17 school year. Students in grades 3-5 will achieve at least a 79% pass rate on the Reading SOL.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
assessment data indicated the need, were re-assessed and added to the program. Numbers of students receiving Title I support increased by more than 100% (from 36 students to 79).	The use of iReady to address reading and math needs is also being expanded to include grades 2 - 5.	

Over the past year, Natural Bridge Elementary School has made several changes in order to close the gap for all students in the area of literacy. Division expectations, coupled with an increase in division-level involvement, have had a positive impact on assessment results however, the gains have not resulted in full accreditation.

SOL results over the past four years indicate significant gains in the area of mathematics. Gains in overall Reading results have also been achieved but not at a rate in which the division is satisfied. In looking at our population of students with disabilities, the pass rate in mathematics is considerably higher than in Reading. We are pleased to see that there is no significant difference in the pass rate when comparing economically disadvantaged students to non-disadvantaged students. With the changes we have made in the past, along with those we will make this year, we are confident that our students' level of achievement will continue to rise beyond the accreditation benchmark.

Specific changes that have occurred over the past three years include:

- For the past two summers, teacher representatives from each grade level, K - 5, have gathered to work on Reading and Math curriculum and pacing guides, ensuring those plans followed by all grade level teachers were up-to-date and aligned with the standards.
- Instructional programming was brought to the forefront and an emphasis was placed on determining programs that needed to be discontinued, programs that were proving to be highly effective that should continue, and those we wanted to add to our existing programs.
- A third Title I teacher was hired mid-way through the 2015-16 school year and a significant increase in students served through this program occurred. This position will continue for the upcoming year.
- The addition of tailored professional development, specific to Natural Bridge Elementary, has also provided the beginning of a solid foundation in effective instructional practices.
- Scheduled intervention/enrichment during the school day (at least 30 minutes per day) to readily address student needs.
- Implementation of a Tiered Intervention identification process using worksheets to quantify the students tiered rating (data includes school benchmark and diagnostic assessment, absences, classroom grades and teacher recommendations) so that everyone uses the same process to identify tiers for each student.

- Established a School Improvement Team to review regularly the SIP and look at data to ensure fidelity of interventions and student progress.
- Established weekly grade level team meetings to include SPED teachers, Title I, and building administration to review regularly the SIP and look at data to ensure interventions and student progress.
- This school has worked with T/TAC on student engagement and has used feedback to address instructional practices and school climate needs.
- This school adopted a schedule during the 2014-15 school year to allow for common planning at least three times per week for grade level teachers. The schedule has been adjusted for the 2016-17 school year to increase common planning time to 5 days per week.
- A dedicated writing block was added to elementary schedules in 2014-15 for grades K-5.
- A school improvement plan has been put into place using Indistar (this plan is reviewed with both the School Improvement Team and Division Improvement team on a regular basis and input is used to update open tasks). This plan provides structure and direction for the instructional programs and efforts to improve student learning.
- All teachers are required to use a lesson plan template that includes the components outlined in the School Alignment tool given to us by our state contractor.
- For the 2015-16 school year, there was an increase in division staff involvement in grade-level data meetings, school-level improvement meetings, professional learning community meetings, and professional development sessions at the school level. This involvement will continue for the 2016-17 year.

The changes to staff, scheduling and instruction and the gains in local and state assessment results, indicate that these changes have been effective and should be continued. It is recognized that reading continues to be an area of weakness; therefore professional development in this area will continue for all PK - 5 faculty/staff during the 2016-2017 school year.

Division-Wide Reconstitution

The Rockbridge County Public Schools division has spent the 2014-2016 school years reviewing data and developing an improvement plan. The change process began when the division hired a new superintendent for the 2014-2015 school year. At the time of his appointment, three of the four elementary schools and the division's only middle school had not met the accreditation benchmarks set forth by the state in reading and/or mathematics. The focus of the past two years has been "Learning First", which was adopted as our division-wide theme. With that in mind, division initiatives were established for the 2015-16 school year and division and school leaders focused on ways to improve student learning and refocus the division to provide a rigorous instructional program. These initiatives included:

- Writing across the curriculum and aligning reading with SOL content
- Improving instruction based on data analysis of assessment results

- Focusing on special education academic performance and graduation rates
- Streamlining Response to Intervention
- Incorporating Lead Teacher for leadership in core content areas

A closer look at data showed that our math and literacy instruction was not meeting all students' needs nor was it consistently aligned to the state standards. As a result, elementary and middle school schedules were adjusted to include daily intervention blocks, additional common planning time among core content teachers was provided, and professional development focused heavily on instructional practices and progress monitoring. At the end of the 2014-15 school year, three of the four elementary schools and the middle school were fully accredited.

The summers of 2015 and 2016 were used to create/revise the math and reading curriculum. Teachers worked in-house with school-level math and reading specialists, along with key division staff.

The division also placed an emphasis on writing across the curriculum Pre-K through 12. Professional development sessions throughout the 2014-15 year centered on writing using a leveled rubric across all grades. Results at the end of the first year of this initiative yielded a positive score increase (from 70% in 2013-14 to 79% in 2014-15). Anticipated division pass rate for writing for the 2015-16 year is 73%, a decrease from the year before. Division and School leaders have already begun discussions surrounding the potential causes of this slip and are planning "next steps" to address the decline.

In order to address the poor performance of students with disabilities, the four elementary schools spent the 2015-16 school year looking closely at co-teaching models at each grade level, K - 5. Professional development sessions both in the fall and spring were dedicated to co-teaching. Progress toward improving pass rates of SWD has been minimal and division staff is currently looking at instructional practices and programming needs.

The division has purchased the Fountas & Pinnell Leveled Literacy Intervention program for use by Title I students beginning in the fall of 2016. Intensive, targeted professional development will be provided and follow-up on its use and effectiveness will occur.

In order to provide more time for the Natural Bridge lead principal to address instructional needs, an administrative intern position was added in 2014. The primary role for this intern was to take care of discipline and other housekeeping tasks which, in turn, allowed the principal to spend more time dedicated to instruction. This position remains in place for the 2016-17 school year.

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Reading Night, which will be scheduled in the Fall, will promote literacy, build family-school connections and boost community spirit. Various literacy activities will be planned and this will kick-off a "One book, One School" event. An additional reading meeting will be scheduled to discuss the book upon completion.	All activities planned will increase family engagement and underscore the importance of reading. Such activities will empower parents to extend learning into their homes and provide parents with the skills and tools to use at home.
Creation of social media pages; FaceBook, Twitter and a YouTube page. Pages will be active at the beginning of the 2016-17 school year.	The use of social media will encourage parent involvement and promote communication between home and school.
Grades 3 - 5 SOL Night, scheduled in the fall of 2016 and Spring of 2017, will include an overview of what the assessments look like, sharing of websites and strategies for SOL preparation, SOL Tips for the Night Before and the Morning Of their child's assessment, and a question and answer session for parents.	SOL nights will give parents the opportunity to learn about the testing in which their children will participate and address concerns they may have. This will promote positive home-to-school relationships and encourage parental involvement in their child's learning process, further highlighting the vital role parent involvement plays in a child's success.
A team will participate in the 2016 Rural and Low-Income Schools Symposium professional development opportunity, which focuses on Family Engagement.	Participation in this professional development opportunity will provide staff with a better insight into the importance of family engagement and how they can be more effective when working with all students.

Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	69	79	84	89
Math				
Science				
History				

- In addition to the proposed actions outlined above, the division applied and has been accepted to participate in the Formative Assessment Online Professional Development program through DOE. Participation in this program will strengthen lesson planning and teachers' instructional practices.

- A new principal and an administrative intern for the 2016-17 school year have been hired and the focus will be on implementation of the intervention and instructional programs, frequent monitoring and feedback regarding instruction and assessment, data analysis as a guide to instruction and rigorous benchmarks and expectations for all teachers and students.
- By adding a third Title I teacher mid-way through the 2015-16 school year and re-examining the referral practices at the school level, the number of students served through Title I grew from 36 to 70+ students in the second semester. The school will continue this aggressive identification process and we anticipate this will further boost pass rates this year.
- Specific to Natural Bridge Elementary, K - 2 reading teachers will participate in a year-long reading initiative, led by the Title I Reading Specialists in the building. Training will begin in July 2016 and continue throughout the year. The initial stages of PD will place emphasis on an overview of Literacy development, balanced literacy that includes the essential components of reading (phonics/phonemic awareness, comprehension, spelling and word study, writing, fluency, and vocabulary), assessment and grouping, and the characteristics of beginning, emergent, and transitional readers. Training will continue throughout the year with regularly scheduled observations by the reading specialists, building principal and division staff. Feedback and continued professional development sessions will be provided throughout to ensure fidelity.
- *The Daily 5*, a series of literacy tasks which students complete daily while the teacher meets with small groups or confers with individuals, will be implemented in all K-2 classrooms at Natural Bridge Elementary. This program will help students develop the daily habits of reading, writing and working with peers that will help to provide a firm foundation in reading.
- The master schedule for the 2016-17 school year includes 60 minutes of Intervention daily at each grade level; 30 minutes for math and 30 minutes for Reading. This is an increase of 30 minutes from past schedules.
- The addition of the *iReady* program for Math and Reading began in January 2016 in grades 3 and 5 and, beginning the 2016-17 school year, grades 2 - 5 will use the iReady program for Tier II and III intervention in Reading and Math.
- Year-long *Interactive Achievement* professional development began in the Fall of 2016 for all grade level Reading teachers and continued throughout the year. The main focus was in looking at grade level data, placing students in tiered intervention programs and monitoring student progress. Teachers in grades 2 - 5 will continue this professional development in during the 2016-17 school year, with the main focus centering around assessment writing and progress monitoring.
- Lesson Planning practices will also be reviewed and evaluated for staff needs. Professional development will be provided to address alignment and rigor of instruction/activities implemented. The division will continue to use lesson planning templates that include the components outlined in the School Alignment and Basic Components Evolution Tool requirements given to us by our state contractor.

**Virginia Department of Education
State/Federal Accountability Data
Natural Bridge Elementary
Grades: PK - 05
Rockbridge County**

Attachment FF1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 75%	Gr 3-5: 81%	*56%	56%	61%	70%
Mathematics	81%	*75%	70%	57%	72%	83%
History and Social Sciences	*Gr 3: 75% *Gr 4-8: 79%	Gr 3: 77% Gr 4-8: 85%	75%	71%	83%	76%
Science	Gr 3: 79% Gr 5-8: 88%	Gr 3: 86% Gr 5-8: 88%	*75%	70%	82%	79%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	76%	82%	*56%	55%	60%	65%
English: Writing	75%	74%	57%	51%	N/A	N/A
History and Social Sciences	*79%	81%	75%	71%	83%	71%
Mathematics	81%	*63%	63%	55%	71%	79%
Science	87%	87%	*75%	70%	84%	79%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Suffolk Public Schools

School: Booker T. Washington Elementary

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of Suffolk School Board that Booker T. Washington Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Michael Debranski, Ed.D. Typed School Board Chair Name

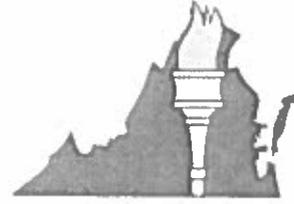


School Board Chair Signature

7/18/16

Date

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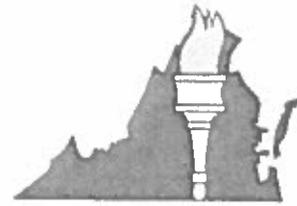
Office of School Improvement

Partially Accredited: Reconstituted School Application

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage	
Suffolk Public Schools		94.36%	
School		Title I Model	
Booker T. Washington Elementary		Title I - School Wide Program	
Grade Level	Enrollment	English Language Learners	Special Education
1	62	2	3
2	63	0	4
3	58	0	5
4	63	0	8
5	55	0	10
JK	47	0	2
K	62	0	3
Total	410	2	35

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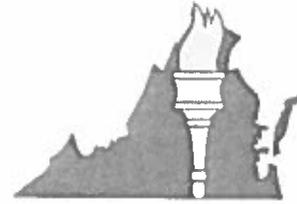
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Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	51%	53%	59%	60%
Mathematics	61%	57%	70%	60%
Science	75%*	66%	77%	64%
History	83%	76%	75%	90%
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments

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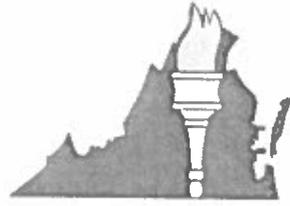
Office of School Improvement *Partially Accredited: Reconstituted School Application*

Grade 3: English-Reading	51%	46%	55%	48%
Grade 3: Mathematics	29%	31%	72%	38%
Grade 4: English-Reading	67%	50%	55%	64%
Grade 4: Mathematics	84%	66%	55%	76%
Grade 5: English-Reading	46%	60%	59%	66%
Grade 5: Mathematics	56%	66%	75%	60%
Grade 5: Science	51%	69%	79%	64%
Virginia Studies	90%	86%	75%	90%

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
Pre-K	3	0	0	0	1	2
K	3	0	0	0	0	3
1	4	0	1	0	1	2
2	4	1	1	0	2	1

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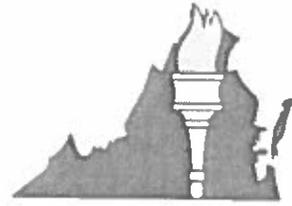


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3	3	1	3	0	0	0
4	2	1	1	0	0	1
5	2	0	0	0	2	0
Special Education	5	1	2	0	0	3
Total	26	4	8	0	6	12

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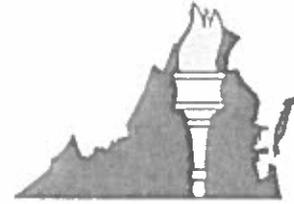


Office of School Improvement Partially Accredited: Reconstituted School Application Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Teacher Performance and Mobility Information			
Number and percent of all teachers scoring Exemplary in 2015-2016	4	12	
Number and percent of Exemplary teachers returning in 2016-2017	4	100	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	29	85	
Number and percent of Proficient teachers returning in 2016-2017	22	65	
Number and percent of Proficient teachers leaving in 2016-2017	7	21	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	1	3	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	1	3	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
	Number of All Teachers	Percent of All Teachers	Area of Teaching
Teacher Licensure Information			
Number and percent of teachers fully licensed in 2016-2017	32	94	

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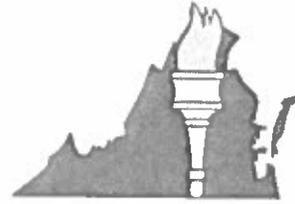


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Number and percent of provisionally licensed teachers in 2016-2017	2	6	
Number and percent of new teachers to the school in 2016-2017	7	21	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	Educational Administration, Elementary Education		
Total years of educational experience	29		
Total years as an Assistant Principal	4		
Total years as a Principal	4		

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			3		
*Sought/Obtained An Educational Position Outside the Division					
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					

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Personal Reasons (family, health, education)			2		
Left During the School Year					
Retired from Profession			2		
Left Profession/Field					
Resigned In Lieu of Dismissal/Terminat ion					
Dismissed/Non- Renewed					
Other Reasons Not Identified Above					

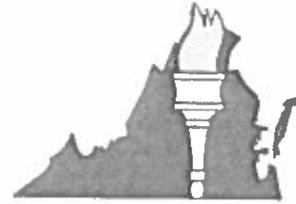
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Reconstitution Information

During the past three years, Booker T. Washington Elementary School has improved the teaching and learning process by implementing the following reform strategies:

- **Literacy Instruction:** A focus on quality first time instruction during the Shared Reading portion of Balanced Literacy has been emphasized. This past year teachers in grades K-2 have been trained in the use of FUNdations, Running Records and PALS resources. The

VIRGINIA DEPARTMENT OF EDUCATION



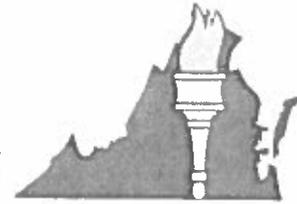
Office of School Improvement

Partially Accredited: Reconstituted School Application

Title I teachers lead a book study on *The Next Steps* by Jan Richardson to support the guided reading process.

- **Planning:** A new lesson plan template was developed to assist with the alignment of the written, taught and tested curriculum. Components of the VDOE Rubrics were included in the template. Shared Reading and Math lesson plans were uploaded weekly into a google folder to assist administrators in monitoring of plans and giving meaningful feedback.
- **Instructional Leadership:** The administrative team introduced and provided professional development on the use of high-yield strategies. School Administrative Office(SAO) personnel along with Booker T. Washington's administrative team and coaches provided professional development of the written, taught, tested curriculum. The administrative team provided feedback on the alignment of lesson plans to the Virginia Standards of Learning; instruction was monitored through observations; and feedback was provided to teachers on both high yield strategies, as well as the written, taught, tested curriculum. The Administrative team facilitated ongoing professional development on John Hattie's *Visible Learning for Teachers* and Chris Biffle's *Whole Brain Teaching*.
- **Assessment for Learning:** Professional development related to formative assessments was provided during grade level meetings. Emphasis will be placed on creating aligned assessments for the 2016-2017 school year.
- **School Culture:** To build a positive school culture, teachers were given "shout outs" weekly by staff members or administration. Monthly social activities, "Beary Treats", were planned for teachers to enjoy food and fellowship. Inspirational notes and emails were sent to teachers during the school year. Teachers were allowed to wear jeans each Friday as a part of Spirit Day. These encouraging activities helped to build a positive school culture.
- **Staff:** Six teachers will be new to Booker T. Washington Elementary School for the 2016-2017 school year. Professional Development focus will be provided for the

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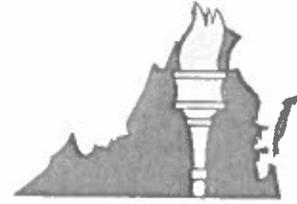
teachers new to the school. Targeted support will be outlined in the school's Professional Development Plan.

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
Governance: Ongoing internal support is provided to the administration.	A third party Administrative Coach will be secured to provide leadership development.	The coaching model will provide administrative support throughout the year. The focus will be to improve listening, observing, planning, and committing to new actions.
Staff: Less experienced Academic Coach. 5.5 - Instructional Assistants 2.0 - 5th grade teachers	Changes are being made to the Academic Coach and Title I Program. An additional classroom teacher is being secured to reduce class size in grade 5. A paraprofessional is being secured to provide assistance with targeted instructional support in reading and math.	Increases instructional support for students and staff. Reduces student - teacher ratio in grade 5 to less than 20 students. Provides more time for teachers to assist individual students.
Staff: All schools receive access to applicants when positions become available.	Principals will receive priority from the Human Resource Department to interview applicants for current openings.	Principals will have the opportunity to screen and hire strong applicants before other schools.
Instructional Program: Reading/Math Lesson plans were uploaded in Google Drive and a data collection chart was	Staff and administration will create and maintain Literacy and Math Binders to include lesson plans, data, reflections, intervention	Teachers will pinpoint individual students' strengths and weaknesses for the purpose of extending and

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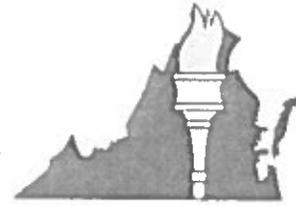


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<p>maintained by each classroom teacher. Individual student reading and math data was noted in lesson plans.</p>	<p>strategies, PALS Quick Checks, running records and other literacy and math data points. Administration will monitor the effectiveness of the intervention implementation. Use Interactive Achievement / PowerSchool to create "Watchlists" of students who require remediation.</p>	<p>remediating for increased student achievement.</p>
<p>Instructional Program: Reading/Math/Science All Grade level teachers and Special Education teachers met weekly, before school to create lesson plans for the upcoming week. Administration monitored planning sessions for questions and gave feedback on grade level concerns.</p>	<p>Grade Level Planning will take place weekly. Meetings will be led by the Academic Coach and an Administrator. Classroom teachers, Special Education Teachers and Title I Teachers will attend these meetings. During these meetings teachers will look at data, review pacing, discuss areas of weakness and brainstorm strategies to increase student achievement. During this time professional development mini sessions will also be held. Teachers will plan together an additional day to create plans and common assessments.</p>	<p>Teachers will be able to diagnose specific instructional issues and plan specific intervention and enrichment strategies for students.</p> <p>Professional development opportunities will be planned based on current data and teacher observations conducted by the administration. Increase teacher capacity of the written, taught and tested curriculum.</p>

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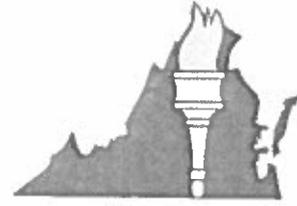


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<p>Instructional Program: Reading/Math Teachers created weekly grade level lesson plans</p>	<p>Teachers will be required to submit individual lesson plans. Plans will be monitored and feedback given prior to instruction using the VDOE rubric.</p>	<p>Increasing teacher capacity to write aligned lesson will increase student performance.</p>
<p>Instructional Program: Reading/Math Five walkthroughs and observations were conducted weekly by each administrator. Observation feedback was given within forty-eight hours.</p>	<p>Data will be used to plan weekly observation schedules. Ongoing observations will be scheduled based on current student knowledge gaps and identified teachers in need of instructional support. Intense focus will be given to teachers on Performance Improvement Plans.</p> <p>Observation feedback, using the VDOE rubric, will be given to teachers within 48 hours electronically, followed by a face to face post-conference.</p>	<p>Administrators will be able to identify areas for needed professional development to assist teachers.</p> <p>With quality feedback given to teachers, instruction will improve, which will increase student academic achievement.</p> <p>Instructional specialists will be called upon to support teachers.</p>
<p>Instructional Program: Reading/Math The school used the inclusion model in all grades. There were four inclusion teachers. Two of these teachers were 1st year teachers. There was allotted common planning</p>	<p>Solicit assistance from T-TAC and participate in training provided by the TTAC facilitator to enhance co-teaching skills and practice.</p>	<p>Building the capacity of the inclusion teams in the areas of co-planning and co-teaching will lead to more individualized instructional practices, more collaboration among special ed and general ed teachers which will</p>

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<p>time for general and special education teachers.</p>	<p>Visit an existing regional co-teaching site as arranged by the TTAC facilitator.</p> <p>As a part of the requirements as a developing site for VDOE Co-teaching Initiative selected collaborative teachers will complete online course modules with Dr. Stetson – Co-teaching 101, Differentiation, and Culturally Responsive Instruction and share with collaborative teachers within the school.</p> <p>Require and monitor collaborative planning time for inclusion teachers.</p> <p>Develop a lesson plan template and create co-teaching lesson plans.</p>	<p>positively impact student achievement.</p>
<p>Instructional Program: Reading/Math School Based Performance Reviews were conducted throughout the year. Members of the Division Performance Review Team met monthly with school-level administrator and staff</p>	<p>A Division Review Team has been established to monitor progress made in accomplishing the goals of the school's improvement plan. The team will be comprised of the Deputy Superintendent; Directors of Leadership and Special</p>	<p>The Division Review Team will help guide the school during the improvement process and make decisions to better increase the school's capacity to improve student outcomes.</p>

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<p>to provide support throughout the year.</p>	<p>Education; Coordinator of Testing and Research; Supervisors of Data and Research, Mathematics, English and Professional Development. Literacy and Math Reviews will be included in the School Based Performance Review process to determine the effectiveness of Balanced Literacy and Numeracy alignment and implementation of the written, taught and tested curriculum.</p>	
<p>Instructional Program: Reading/Math A division English team consisting of the Supervisor of English and an English Specialist provided support to administration and grades 3-5 reading teachers in the areas of professional development, curriculum/ instruction and implementing the strategies of the school's improvement plan.</p>	<p>Increased support will be given to English teachers in the areas of curriculum and instruction with a focus on the alignment of the taught curriculum. The English Specialist will meet with individual teachers based on identified needs; and work directly with teachers and students on a weekly basis. The English department will provide teachers in grades 3-5 with a weekly pacing guide to include SOLs to be taught, reviewed and assessed. The English Supervisor will</p>	<p>Increase teacher capacity in the areas of lesson planning, instructional delivery and response to data. Increase in student achievement.</p>

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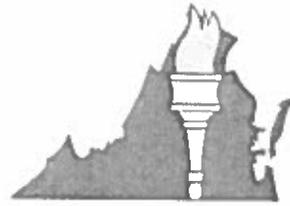


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	<p>conduct joint observations monthly with administration and provide feedback on the taught curriculum using the VDOE observation rubric.</p>	
<p>Instructional Program: Reading/Math The Math Supervisor met with academic coach at monthly steering meetings and provided professional development on the written, taught, and tested curriculum, but focused on the written and tested.</p>	<p>Increased support will be given to math teachers in the areas of curriculum and instruction with a focus on the alignment of the taught curriculum. The math specialist or supervisor will meet with the academic coach every other week to provide professional development on giving feedback to teachers on the taught curriculum. The specialist will meet with individual teachers based on identified needs and work directly with teachers and students based on the identified needs.</p> <p>The math supervisor will conduct joint observations with administration monthly and provide feedback on the taught curriculum using the VDOE observation rubric.</p>	<p>Increase teacher capacity in the areas of lesson planning and instructional delivery. Increase student achievement.</p>

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<p>Instructional Program: Reading/Math Supervisors of English and Math met with Steering representatives from each elementary school to provide professional development for the written, taught and tested curriculum and data analysis. Steering representatives took the information learned and shared it with the teachers at their home school.</p>	<p>Supervisors will continue to meet monthly with Steering to provide support with the written, taught and tested curriculum and data analysis.</p>	<p>Increase student achievement in reading and math.</p>
<p>Instructional Program: Reading/Math/Science No vertical meetings took place.</p>	<p>Quarterly vertical meetings with K-5 teachers will be conducted by the English and Math departments to focus on developing continuity with the strategies used to teach skills that build upon each other in Math and Reading for grades K-5. Quarterly vertical meetings with grades 4-5 teachers will be conducted by the division Science Department.</p>	<p>Increase teacher collaboration among grade levels. Increase teacher awareness of skills taught in lower and higher grades in reading and math. Development of continuity of strategies among grade levels will help build the students' concept of reading and math connections as they progress from grade to grade.</p>
<p>Instructional Program: Reading/Math No grade level meetings were held city-wide.</p>	<p>Division English and Math Departments will meet monthly with grades 3-5 reading and math teachers to provide professional development on the taught</p>	<p>Increase teacher capacity in the areas of lesson planning, instructional delivery and response to data.</p>

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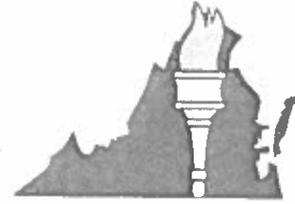


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	curriculum using a gradual release model: (I do, we do, you do).	Increase in student achievement.
Instructional Program: Reading/Math/Science A data spreadsheet was maintained and updated after each benchmark. Teachers shared their documents in Google Drive.	Create a Literacy, Math and Science Data Notebook for each teacher to track student data in reading, math and science to provide opportunities for ongoing reflection (PALS, MAP, TenMarks, Benchmark Test, running records, quick checks, guided reading, anecdotal notes).	Increase teacher collaboration and capacity in the use of data for instructional planning.

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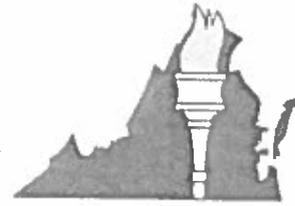


Office of School Improvement *Partially Accredited: Reconstituted School Application*

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Family Engagement Activities will be data driven. Parents will attend workshops to assist them in supporting their students at home. Topics to include : Homework Tips, Reading, Math and Science Activities to do at home, Understanding Your Child's PALS and SOL results Workshop(s). Meetings will be held monthly and offered twice each day. (Morning and lunch or lunch and afternoon)</p>	<p>Parents will be better equipped to assist their child at home with homework. Relationships between home and school will be strengthened. Student achievement will increase.</p>
<p>Take Home Reading program will be established for grades K-2</p>	<p>Students reading comprehension, vocabulary, and stamina will improve leading to gains in SOL scores.</p>
<p>Booker T. Washington- On The Road Community Visits Bringing family engagement activities to local Churches and Community Centers in order to strengthen home and school relationships. In addition to sharing instructional support, community agencies such as Suffolk Public Library and Children's Literacy of Suffolk will be invited to make parents aware of community literacy, math and science resources.</p>	<p>Parents will gain awareness of community resources and how to better access them to support their child's learning.</p>

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Closing Rationale with Trajectory of Progress

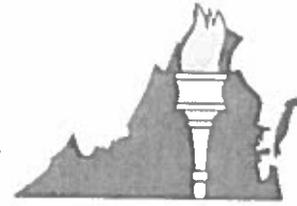
Although Booker T. Washington's pass rates in math and science decreased from 2014-2015 school year, its pass rates increased in reading and history in 2015-2016. In addition Booker T. Washington has shown growth over a three year period from 2013-2014 through 2015-2016 in the areas of reading, science and history. Additionally, when looking at the progress of each cohort of students as they progressed into the higher grades, these students have continued to demonstrate improvements each year. For example, 31 percent of students who completed the third grade mathematics assessment during 2013-2014 passed but then in the fourth grade the pass rate for these students increased by 24 percentage points to 55 percent in 2014-2015. This same trend also occurred in the following year with 66 percent of these students passing the mathematics assessment. In the area of reading, the grade-level cohorts also demonstrated similar longitudinal improvements as they progressed into the higher grades each year. Booker T. Washington recognizes the need to adjust instruction in order to increase student achievement. For the 2016-2017 school year, specific interventions will be implemented and monitored to enhance instruction in all content areas.

In addition, Booker T. Washington recognizes the importance of parent and community involvement. Engaging activities and workshops will be implemented onsite and within the community in order to strengthen school and community relationships.

In 2016-2017 BTW will be led by new administration with strategic staff placement specific to the school's needs.

Additional support will be given division wide by the English and Math instructional departments. Support includes implementation of vertical team meetings and city wide grade level meetings to increase teacher capacity. As illustrated in the trajectory below, it is estimated that continuous achievement gains will be experienced through the 2018-2019 school year. As a result of the supports outlined in this application plan, it is projected that the pass rates will improve each year which will increase the pass rates so that the accreditation benchmarks are met or exceeded within three years.

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Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	60%	67%	71%	75%
Math	60%	65%	70%	75%
Science	64%	70%	75%	80%
History	NA	NA	NA	NA

**Virginia Department of Education
State/Federal Accountability Data
Booker T. Washington Elementary
Grades: PK - 05
Suffolk City**

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 84%	Gr 3-5: 81%	*51%	53%	59%	61%
Mathematics	94%	*80%	61%	57%	70%	60%
History and Social Sciences	*Gr 3: 85% *Gr 4-8: 75%	Gr 3: 76% Gr 4-8: 75%	83%	76%	75%	90%
Science	Gr 3: 89% Gr 5-8: 81%	Gr 3: 77% Gr 5-8: 77%	*75%	66%	77%	65%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	80%	82%	*55%	52%	56%	56%
English: Writing	92%	76%	36%	57%	N/A	N/A
History and Social Sciences	*78%	71%	84%	80%	75%	90%
Mathematics	94%	*55%	57%	56%	68%	56%
Science	85%	78%	*62%	68%	79%	65%

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

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Suffolk

School: Elephant's Fork Elementary School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

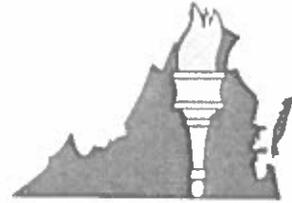
It is the request of Suffolk School Board that Elephant's Fork Elementary be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Michael Debranski, Ed.D. Typed School Board Chair Name

 School Board Chair Signature

7/18/16 Date

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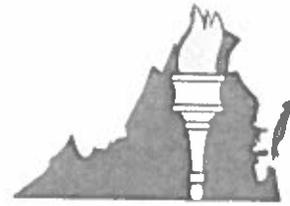
Office of School Improvement

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School Information/Demographics

Division	Free/Reduced Lunch Eligible Percentage		
<u>Suffolk Public Schools</u>	84.09%		
School	Title I Model		
<u>Elephant's Fork Elementary School</u>	Title I - School Wide Program		
Grade Level	Enrollment	English Language Learners	Special Education
1	108	0	7
2	88	1	9
3	106	3	13
4	83	0	9
5	91	2	17
JK	49	0	1
K	101	0	9
PK	4	0	4
Total	630	6	69

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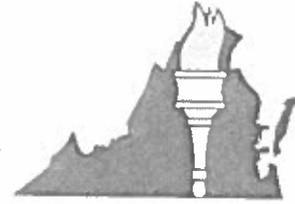
Office of School Improvement Partially Accredited: Reconstituted School Application

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	56%	48%	66%	66%
Mathematics	72%*	57%	71%	67%
Science	78%	77%*	76%	74%
History	75%	71%	87%	76%
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary*** 2016-2017 Pass Rate Based on 2015-2016 Assessments
Grade 3: English- Reading	58%	45%	50%	61%
Grade 3: Mathematics	61%	39%	47%	59%
Grade 4: English- Reading	45%	51%	69%	64%
Grade 4: Mathematics	61%	65%	76%	72%

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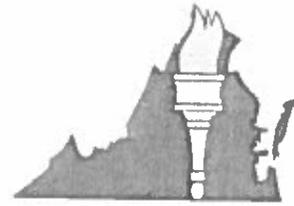
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Grade 5: English-Reading	60%	48%	69%	72%
Grade 5: Mathematics	66%	68%	77%	71%
Grade 5: Science	63%	62%	76%	74%
Virginia Studies	67%	64%	87%	76%

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
Pre-K	3	0	0	0	1	2
K	5	1	1	1	1	2
1	5	0	2	1	2	0
2	6	2	2	2	0	2
3	4	3	2	0	2	0
4	5	1	2	0	1	2
5	3	2	2	0	1	0
Special Education	6	1	3	0	0	3
Total	37	10	14	4	8	11

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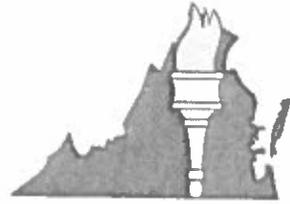


Office of School Improvement Partially Accredited: Reconstituted School Application Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	9	18%	
Number and percent of Exemplary teachers returning in 2016-2017	9	100%	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Proficient in 2015-2016	39	78%	
Number and percent of Proficient teachers returning in 2016-2017	31	82%	
Number and percent of Proficient teachers leaving in 2016-2017	7	18%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	2	4%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	1	50%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	1	50%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	50	100	
Number and percent of provisionally licensed teachers in 2016-2017	0	0	

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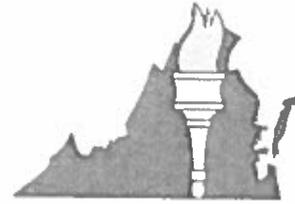
Number and percent of new teachers to the school in 2016-2017	12*	24	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	Educational Leadership, Criminal Justice		
Total years of educational experience	12		
Total years as an Assistant Principal	3		
Total years as a Principal	1		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels		
		Exemplary	Proficient	Developing/Needs Improvement
Sought/Obtained Another Position Within the Division		1	3*	
Sought/Obtained An Educational Position Outside the Division			1	

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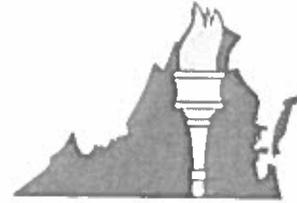
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Sought/Obtained A Non-Educational Position Outside the Division			2	
Advanced in Profession				
Left Solely for Higher Pay				
Personal Reasons (family, health, education)				
Left During the School Year				
Retired from Profession			1*	
Left Profession/Field			1*	
Resigned In Lieu of Dismissal/Termination				
Dismissed/Non-Renewed				
Other Reasons Not Identified Above		2*	1*	

*non-duplicate

Reconstitution Information

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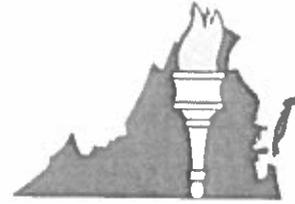
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During the past three years, Elephant's Fork Elementary School has improved the teaching and learning process by implementing the following reform strategies:

- **Literacy Instruction:** The Title 1 team worked closely with teachers to ensure understanding of PALS Quick Checks, PALS data, and implementing purposeful guided reading groups.
- **Instructional Leadership:** The administrative team introduced and provided professional development on the use of high-yield strategies. School Administrative Office(SAO) personnel along with Elephant's Fork's administrative team and coaches provided professional development of the written, taught, tested curriculum. The administrative team provided feedback on the alignment of lesson plans to the Virginia Standards of Learning; instruction was monitored through observations; and feedback was provided to teachers on both high yield strategies, as well as the written, taught, tested curriculum.
- **Assessment for Learning:** Professional development related to specific assessments was provided during grade level meetings. Academic and Math Coaches worked with teachers to build assessments and create lessons that were aligned to the rigor of the curriculum.
- **School Culture:** In an effort to recognize the teachers' hard work and incidences of going above and beyond expectations, weekly "Shout Outs" were implemented along with the placement of thank you notes in their mailboxes during the school year. These encouraging activities helped to build a positive school culture.
- **Staff:** Teacher turnover continues to be a concern. In the last three years, several teachers have left Elephant's Fork. Eleven teachers will be new for the upcoming 2016-2017 school year. Targeted professional development is provided to ensure that new teachers (along with the veterans) are clear on the written, taught, and tested curriculum. Teachers are allowed to observe their peers. Teachers also are provided a mentor and meet twice weekly to ensure that the grade level teams are on the same page when working in their classrooms. Targeted support is outlined in the school's Professional Development Plan.

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Mark all applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
Governance: Ongoing internal support is provided to the administration.	A third party Administrative Coach will be secured to provide leadership development.	The coaching model will provide administrative support throughout the year. The focus will be to improve listening, observing, planning, and committing to new actions.
Staff: All schools receive access to applicants when positions become available.	Principals will receive priority from the Human Resource Department to interview applicants for current openings.	Principals will have the opportunity to screen and hire strong applicants before other schools.
Instructional Program: Reading and Math Currently, grade level meetings to include a Title 1 representative are conducted with the administrative team (Academic Coach, Math Coach, Principal, and Assistant Principal) weekly. Meetings are facilitated by either the academic coach or the	Instead of weekly grade level meetings during the regular school day, weekly grade-level meetings will occur when students are not in the building. This will allow coaches more time with teachers in classrooms to have more opportunities to model whole group and small group lessons, remediate students who show greatest needs, and provide help with	Teachers will gain more instructional delivery knowledge, based on the written, taught, and tested curriculum, thus allowing students to receive and master current skills. Process will be measured through weekly lesson plan checks (written), observations (taught), weekly

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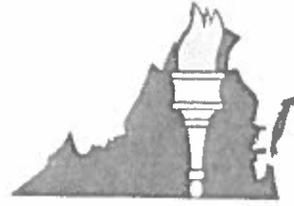


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<p>math coach, which are alternated weekly.</p> <p>Specifically, we address current practices, best strategies, and data. We discuss ways to improve our current practices to enhance student achievement. Professional development has also taken place in reading and math. The purpose was to deepen or strengthen teacher capacity in reading/math.</p>	<p>instruction based on current data information.</p> <p>Coaches can further engage teachers in their self-reflections through cognitive coaching. This model will allow teachers to change their own current practices and find solutions to their problems under the coach's guidance.</p>	<p>common assessment data (tested).</p>
<p><u>Instructional Program:</u></p> <p>Reading</p> <p>Title I began 'pushing in' model mid-March. They conducted power lessons, provided guided reading lessons to small group of identified students (Tier 2 and Tier 3). This process allowed the Title I team to observe and model for the general education teacher while working with identified students.</p>	<p>Due to late start of push in model, we were not able to see the full impact of this process. In the short amount of time of implementation of this model, we were able to see growth in targeted skills. After seeing growth in targeted skills in a short amount of time, data supports starting this model in October once MAP and PALS testing are completed.</p> <p>Title I teachers will continue to work with the 'push in' model making adjustment throughout the year based on data points.</p>	<p>Students will show growth in their reading comprehension throughout the year. The expectation is students will increase at least ten percentage points on the SOL.</p> <p>Walkthroughs and observations will occur weekly by the administration team. Data will be analyzed at the weekly grade level meetings.</p>

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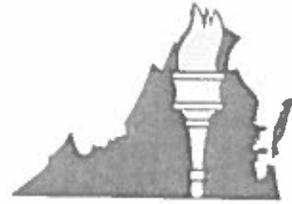


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<p><u>Instructional Program:</u> Reading Currently, our master schedule consists of teaching Science and Social Studies in 40 minute separate increments in grades K-5</p>	<p>For the school year 2016-2017 Elephant's Fork will make the following adjustments to the master schedule.</p> <p>K-2 will alternate days to teach Science and Social Studies, thus freeing up 40 minutes to allow for increased time during the guided reading block.</p> <p>3rd Grade-10 minutes will be reduced from Science and Social Studies. This will allow for an extra 20 minutes guided reading/remediation.</p> <p>Teachers K-3 will use their Science and Social Studies content to teach nonfiction skills in order to make up for time lost in these subjects.</p>	<p>By increasing the amount of reading time, students will show growth in their reading comprehension throughout the year. This will support the ten percent increase on the SOL.</p> <p>Walkthroughs and observations will occur weekly by the administration team. Data will be analyzed at the weekly grade level meetings.</p>
<p><u>Instructional Program:</u> Reading Currently, a 10 minute read aloud block takes place during language arts.</p>	<p>To further enrich student vocabulary and model fluency, Elephant's Fork resource teachers (music, art, physical education, library, and computer lab) will provide an extra 10 minute read aloud during the resource block that will coincide with the content.</p>	<p>By increasing the read aloud time, students will be able to build their vocabulary and increase an interest in reading.</p> <p>This will be monitored by the number of Accelerated Reading tests students take, observations, and assessments.</p>

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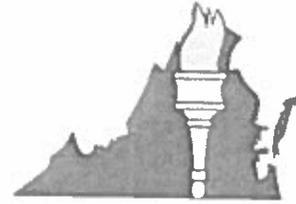


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<p><u>Instructional Program:</u> Reading and Math Currently, the administrative team meets with teachers weekly during grade level meetings to discuss data from nine week benchmarks and common assessments. Questions are discussed addressing specific skills that have been shown to be weak. Strategies are shared by the administrative team and teachers showing success. Once ideas are shared plans are written to implement strategies.</p>	<p>Create a Literacy and Math data notebook for each teacher to track student data in reading and math to provide opportunities for ongoing reflection (PALS, MAP, TenMarks, benchmark, running records, quick checks, guided reading, anecdotal notes...). Use Interactive Achievement/PowerSchool to create "Watchlists" of students who require remediation.</p>	<p>Increase teacher collaboration and capacity in the use of data for instructional planning.</p>
<p><u>Instructional Program:</u> Special Education T-TAC team provided one professional development activity for the inclusion teams during the 2015-16 school year.</p>	<p>Solicit assistance from the William and Mary T-TAC team to provide assistance in the areas of co-planning and co-teaching in the inclusion setting. Assistance will be ongoing throughout 2016-17 school year.</p>	<p>Building the capacity of the inclusion teams in the areas of co-planning and co-teaching will lead to more individualized instructional practices, more collaboration among special education and general education teachers which will positively impact student achievement.</p>
<p><u>Instructional Program:</u> Division Support School Based Performance Reviews are conducted throughout the year. Members of the Division Performance</p>	<p>A Division Review Team has been established to monitor progress made in accomplishing the goals of the school's improvement plan. The team will be comprised of the Deputy</p>	<p>The Division Review Team will help guide the school during the improvement process and make decisions to better increase the school's capacity to improve student outcomes.</p>

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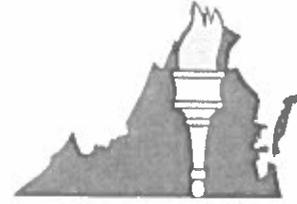


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<p>Review Team meets monthly with school-level administrators and staff to provide support throughout the year.</p>	<p>Superintendent; Directors of Leadership and Special Education; Coordinator of Testing and Research, Supervisors of Data and Research, Testing, Mathematics, English and Professional Development.</p> <p>Literacy and Math Reviews will be included in the School Based Performance Review process to determine the effectiveness of Balanced Literacy and Numeracy alignment and implementation of the written, taught and tested curriculum.</p>	
<p><u>Instructional Program:</u> Division Support-English A division English team consisting of the Supervisor of English and an English Specialist provide support to administration and grades 3-5 reading teachers in the areas of professional development, curriculum and instruction and implementing the strategies of the school's improvement plan.</p>	<p>Increased support will be given to English teachers in the areas of curriculum and instruction with a focus on the alignment of the taught curriculum. The English Specialist will meet with individual teachers based on identified needs; and work directly with teachers and students on a weekly basis. The English department will provide teachers in grades 3-5 with a weekly pacing guide to include SOLs to be taught, reviewed and assessed. The English Supervisor will</p>	<p>Increase teacher capacity in the areas of lesson planning, instructional delivery and response to data. Increase in student achievement.</p>

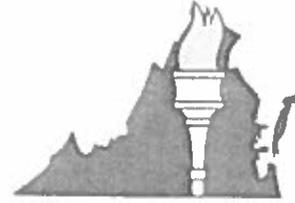
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	conduct joint observations monthly with administration and provide feedback on the taught curriculum using the VDOE observation rubric.	
<p><u>Instructional Program:</u> Division Support- Math The math supervisor met with academic coach at monthly steering meetings and provided professional development on the written, taught, and tested curriculum, but focused on the written and tested.</p>	<p>Increased support will be given to math teachers in the areas of curriculum and instruction with a focus on the alignment of the taught curriculum.</p> <p>The math specialist or supervisor will meet with the academic coach every other week to provide professional development on giving feedback to teachers on the taught curriculum. The specialist will meet with individual teachers based on identified needs and work directly with teachers and students based on the identified needs.</p> <p>The math supervisor will conduct joint observations with administration monthly and provide feedback on the taught curriculum using the VDOE observation rubric.</p>	<p>Increase teacher capacity in the areas of lesson planning and instructional delivery. Increase student achievement.</p>
<p><u>Instructional Program:</u> Division Support - Math and English Supervisors of English and math meet with</p>	Supervisors will continue to meet monthly with Steering to provide support with the written, taught and tested curriculum and data analysis.	Increase student achievement in reading and math.

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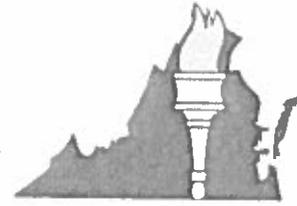


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<p>steering representatives from each elementary school to provide professional development for the written, taught and tested curriculum and data analysis. Steering representatives take the information learned and share it with the teachers at their home school.</p>		
<p><u>Instructional Program:</u> Division Support - Math and English Currently, no vertical team meetings take place.</p>	<p>Quarterly vertical meetings with K-5 teachers will be conducted by the division English and math departments to focus on developing continuity with the strategies used to teach skills that build upon each other in math and reading for grades K-5.</p>	<p>Increase teacher collaboration and awareness of skills taught in lower and higher grades in reading and math. Development of continuity of strategies among grade levels will help build the students' concept of reading and math connections as they progress from grade to grade.</p>
<p><u>Instructional Program:</u> Division Support - Math and English Currently, no grade level meetings are held city-wide.</p>	<p>Division English and math departments will meet monthly with grades 3-5 reading and math teachers to provide professional development on the taught curriculum using a gradual release model (I do, we do, you do).</p>	<p>Increase teacher capacity in the areas of lesson planning, instructional delivery and response to data. Increase in student achievement.</p>

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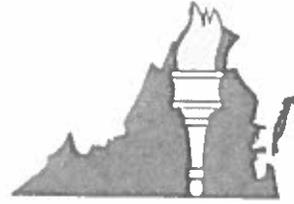


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Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Literacy: Continuation of the Read-at-Home Program to reinforce and encourage independent reading outside of school.</p> <p>June - Purchased books for students to take home over the summer. Activities were shared and discussed with parents to ensure the importance of engaging their child in reading. The Title 1 team also shared free access codes to an online reading application that is connected to the New York Public Library. This application gives each student access to hundreds of books on their reading level.</p> <p>August-At parent orientation, share incentives for reading at home with children as well as explain the read-at-home program.</p> <p>September-By the 2nd week of school, incentives for reading at home will be shared with students.</p> <p>October-Literacy Campout - parents and students will participate in reading and writing activities together at various literacy stations.</p> <p>November-Bingo Night -Integrated Nonfiction Social Studies/Science reading activities. Parents and students will play</p>	<p>Restructure parent engagement activities to coincide with our PTA meetings to increase attendance. The focus of the parent engagement activities will be on Math and Reading.</p> <p>To build vocabulary and comprehension skills, which will result in improved student achievement leading toward full accreditation within three years.</p> <p>The purpose is to incorporate fun and interesting activities related to reading and math to promote a higher interest in reading/math leading to gains in SOL scores by four to ten percentage points in a three year period.</p>

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<p>“Bingo Games” following the reading of a nonfiction science and/or social studies book. Math activity stations will also be conducted to address specific skills in each grade level.</p> <p>December- Parents will be invited during the school day to participate in “reading by the fire”. Students and their parents will listen to a Read Aloud (PK-2) and/or participate in buddy reading (3-5).</p> <p>January-Students will make book report presentations in January. This activity will have evolved from students reading a book with their parent(s) then creating an interactive book report.</p> <p>March-Students and parents will read together and create an artwork as a response to their reading. This artwork will then be displayed throughout the building.</p>	
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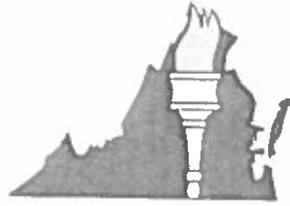
Closing Rationale with Trajectory of Progress

In closing, Elephant’s Fork recognizes the need to adjust instruction in order to meet the accreditation requirements. For the 2016-2017 school year specific interventions and strategies will take place to enhance literacy instruction specifically. These interventions and strategies will be closely monitored through observations and analyzing data.

During the 2015-2016 school year, we have had an increase in our parent involvement activities and the number of parents involved. However, we understand the need to continue to increase the number of parents that know how to engage with their children when they read books at home.

For the 2016-17 school year, additional support will be given division wide by the English and Math instructional departments. Support includes the implementation of vertical team meetings and city wide grade level meetings to increase teacher capacity, as well as direct support to

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classroom teachers and academic and math coaches. As shown below, it is estimated that continuous achievement gains will be experienced through the 2018-2019 school year. As a result of the supports outlined in this application, it is projected that at a minimum the pass rates will increase each year such that Elephant's Fork will be considered a Partially Accredited: Improving School next year and then all accreditation benchmarks will be met and/or exceeded by 2017-2018.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	66%	70%	75%	80%
Math	67%	70%	75%	80%
Science	NA	NA	NA	NA
History	NA	NA	NA	NA

**Virginia Department of Education
State/Federal Accountability Data
Elephant's Fork Elementary
Grades: PK - 05
Suffolk City**

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 80%	Gr 3-5: 85%	*56%	48%	66%	65%
Mathematics	90%	*71%	72%	57%	71%	67%
History and Social Sciences	*Gr 3: 83% *Gr 4-8: 76%	Gr 3: 78% Gr 4-8: 78%	75%	71%	87%	76%
Science	Gr 3: 86% Gr 5-8: 89%	Gr 3: 80% Gr 5-8: 89%	*78%	77%	76%	73%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	78%	82%	*54%	48%	63%	63%
English: Writing	82%	88%	59%	48%	N/A	N/A
History and Social Sciences	*78%	78%	75%	71%	87%	76%
Mathematics	90%	*71%	63%	57%	67%	65%
Science	88%	85%	*78%	68%	76%	73%

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

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Suffolk Public Schools

School: Mack Benn, Jr. Elementary

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

It is the request of Suffolk School Board that Mack Benn, Jr. Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

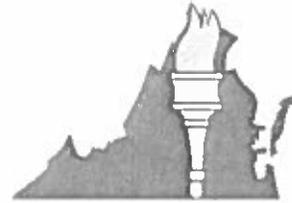
Michael Debranski, Ed.D. Typed School Board Chair Name

 School Board Chair Signature

7/18/16

Date

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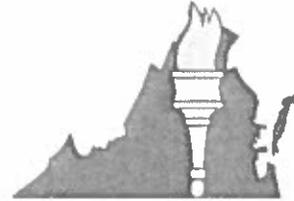
Office of School Improvement

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School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage	
Suffolk Public Schools		87.3%	
School		Title I Model	
Mack Benn, Jr. Elementary School		Title I - School Wide Program	
Grade Level	Enrollment	English Language Learners	Special Education
1	118	0	13
2	96	0	7
3	135	0	19
4	99	0	22
5	99	0	17
JK	32	0	4
K	91	0	6
PK	18	0	13
Total	688	0	101

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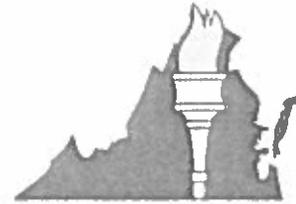
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Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	52%	54%	65%	60%
Mathematics	74%*	62%	70%	57%
Science	71%	74%	79%	71%
History	76%	80%	85%	81%
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Grade 3: English- Reading	58%	51%	59%	51%
Grade 3: Mathematics	58%	48%	65%	45%

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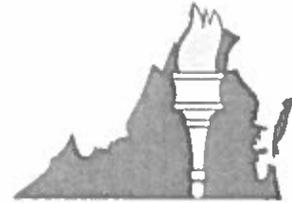
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Grade 4: English-Reading	50%	51%	75%	62%
Grade 4: Mathematics	74%	62%	83%	70%
Grade 5: English-Reading	53%	64%	67%	69%
Grade 5: Mathematics	47%	74%	68%	59%
Grade 5: Science	51%	71%	79%	71%
Virginia Studies	76%	77%	90%	81%

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
Pre-K	2	0	0	0	0	2
K	5	0	1	1	0	3
1	5	1	1	1	0	3
2	5	1	2	1	1	1
3	6	1	3	0	2	1
4	5	0	1	1	1	2
5	4	1	2	0	0	2
Special Education	11	1	3	2	3	3
Total	43	5	13	6	7	17

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Office of School Improvement Partially Accredited: Reconstituted School Application Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	3	5	
Number and percent of Exemplary teachers returning in 2016-2017	3	5	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	51	93	
Number and percent of Proficient teachers returning in 2016-2017	48	87	
Number and percent of Proficient teachers leaving in 2016-2017	7	13	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	1	2	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	1	2	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	55	100	
Number and percent of provisionally licensed teachers in 2016-2017	0		
Number and percent of new teachers to the school in 2016-2017	7	13	

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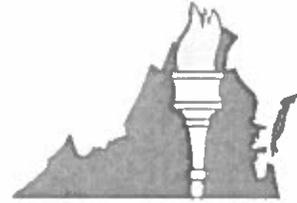
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	Education Administration, Elementary Education		
Total years of educational experience	24		
Total years as an Assistant Principal	14		
Total years as a Principal	6		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

		Proficiency Levels
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Reason for Leaving	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
Sought/Obtained Another Position Within the Division			1		
Sought/Obtained An Educational Position Outside the Division			2		
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					
Left During the School Year					

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Retired from Profession			1*		
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above			3*		

*non-duplicate

Reconstitution Information

During the past three years, Mack Benn, Jr. Elementary School has improved the teaching and learning process by implementing the following reform strategies:

- Staff: Eight teachers will be new to Mack Benn, Jr. Elementary School for the 2016-2017 school year. Professional Development focus will be provided for the teachers new to the school. Targeted support will be outlined in the school's Professional Development Plan.
- A focus will be aligning the written, taught and tested in our lesson plans. As a school we realigned our lesson plan format to resemble the one developed by the state. Teachers have dropped their lesson plans in Google where the administration meets weekly to review their alignment.
- SAO specialists met with grade levels to disaggregate benchmark data and then provided strategies to assist teachers with providing remediation to those students who struggled.
- Incorporated "Breakfast in the Classroom". Students did not report to the cafeteria. Instead breakfast was brought to them which created more remediation time for teachers.

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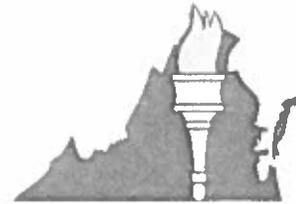
- Created a Parent/Teacher committee that met three times a year to discuss data, new programs and discussed ways to increase parent participation at school. Parents also provided information regarding specific needs that they felt they needed to help their children.
- Our PLC team met weekly with each grade level to review current data, develop strategies in those areas that were low and to provide additional support for those students who were excelling academically.
- A focus on using Running Records using Fountas and Pinnell Leveled Literacy.

Mark all applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
Governance: Ongoing internal support is provided to the administration.	A third party Administrative Coach will be secured to provide leadership development.	The coaching model will provide administrative support throughout the year. The focus will be to improve listening, observing, planning, and committing to new actions.
Staff: Less experienced Academic Coach.	Changes are being made to the Academic Coach. A veteran Academic Coach is being secured.	Increases instructional support for students and staff by an experienced coach who has established systems and processes.

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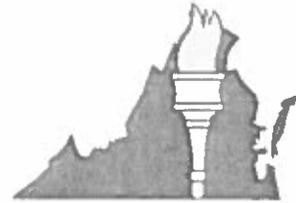


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<p>Staff: All schools receive access to applicants when positions become available.</p>	<p>Principals will receive priority from the Human Resource Department to interview applicants for current openings.</p>	<p>Principals will have the opportunity to screen and hire strong applicants before other schools.</p>
<p>Staff: Reading / Math Special Education During 2015-2016, 6 special education teachers served grades K-5 in the inclusion setting. In grades 3-5 the special education teachers served two inclusion classes per grade level. A teacher assistant provided support on alternating days. Teachers had common planning times for collaboration and co-planning.</p>	<p>For the 2016-2017 school year an additional special education teacher will be hired to serve in grades 4 and 5 inclusion classes during reading and math. With 7 special education teachers, all reading and math inclusion classes in grades K-5 will be taught by licensed co-teachers. Teachers will have common planning times for collaboration and co-planning. Teacher assistants will provide support in inclusion science and social studies classrooms.</p>	<p>The proposed changes will provide consistent support in the inclusion reading and math classes in grades K-5. The special education teacher and general education teacher will co-plan to develop specialized instruction for the special education students as well as provide differentiated lessons for all students. Teachers will co-plan and co-teach resulting in increased achievement levels for all students.</p>
<p>Instructional Program: Reading / Math</p> <p>Student Engagement: Ron Nash the author of “The Active Classroom” facilitated a workshop on student engagement at the beginning of the 2015-2016 school year. His book, “The Active Classroom,” was purchased for every teacher.</p>	<p>Teachers will participate in a book study on “The Active Classroom” in order to provide professional growth in the area of student engagement. Ron Nash, the author, will initially facilitate professional development on student engagement during pre-service week. The leadership team will meet and each grade level will read a specific chapter and create questions.</p>	<p>Administration will monitor lesson plans and observe to measure engagement success.</p>

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	<p>Grade levels will present on a chapter during an after school PD. Grade level chairs will be responsible for seeing that questions from each chapter are answered and shared. Ron Nash will return in February to provide additional training on engagement.</p>	
<p>Instructional Program: Reading / Math</p> <p>Data Driven Instruction: Teachers completed a quarterly data sheet that tracks grades, Benchmark assessments, NWEA Map assessments, current strengths and weaknesses of students, and identified student support services (SOS, IEP, 504, Title 1, Tutoring).</p> <p>SOL data was reviewed with grades 4-5 and grade 3 Map and Benchmarks. Groups were set up after the first administration of the Map assessment.</p>	<p>Utilization of the data sheet will continue in 2016-2017 with Administration equally dividing themselves amongst the grade levels in order to monitor the progress on a quarterly basis. Use Interactive Achievement / PowerSchool to create "Watchlists" of students who require remediation. Reflective questions will be posted for teachers to complete prior to meeting with Administration. Title 1 Reading teachers will participate for the grade levels that they represent. Administration will meet with teachers as a grade level. Grades K-5 will meet in August to review the Map, SOL, and Benchmark Data from the previous years to formulate groups to start the year to review PALS,</p>	<p>This will increase the collaboration opportunities for teachers to share strategies and interventions as a grade level vs. individual with Administration and Title 1.</p> <p>This will allow teachers to differentiate instruction from the start of the school year. Teachers will be aware of student strengths and weaknesses from the beginning to make them able to provide remediation and enrichment.</p>

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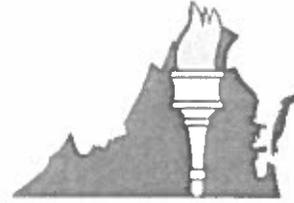


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	Benchmarks, Spring MAP, etc.	
Instructional Program: Reading / Math Inclusion teachers attended the PLC meetings weekly, collaborated with the general education teacher, and provided modifications in all lesson plans.	Solicit assistance from the William and Mary T-TAC team to provide assistance in the areas of co-planning and co-teaching in the inclusion setting. Assistance will be ongoing throughout 2016-17 school year.	Building the capacity of the inclusion teams in the areas of co-planning and co-teaching will lead to more individualized instructional practices, more collaboration among special education and general education teachers which will positively impact student achievement.
Instructional Program: Reading / Math Taught: Previously teachers were using 30 minutes in the morning and in the afternoon to provide remediation due to our breakfast in the classroom program.	A schedule will be developed to provide remediation and acceleration on a daily basis. The schedule will incorporate Science and Social Studies into the language arts block. Flexible grouping will be provided based on data.	Formative Assessments, Quick Checks, PALS and NWEA

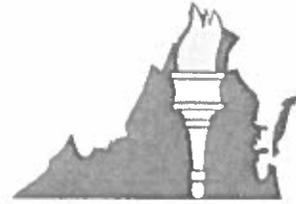
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Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	<p>Create a Literacy and Data notebook for each teacher to track student data in reading and math to provide opportunities for ongoing reflection (PALS, MAP, TenMarks, benchmark, running records, quick checks, guided reading, anecdotal notes...).</p>	<p>Increase teacher collaboration and capacity in the use of data for instructional planning.</p>
<p>School Based Performance Reviews are conducted throughout the year. Members of the Division Academic Review Team meet monthly with school-level administrators and staff to provide support throughout the year.</p>	<p>A Division Review Team has been established to monitor progress made in accomplishing the goals of the school's improvement plan. The team will be comprised of the Deputy Superintendent; Directors of Leadership and Special Education; Coordinator of Testing and Research; Supervisors of Data and Research, Testing, Mathematics, English and Professional Development.</p> <p>Literacy and Math Reviews will be included in the School Based Performance Review process to determine the effectiveness of Balanced Literacy and Numeracy</p>	<p>The Division Review Team will help guide the school during the improvement process and make decisions to better increase the school's capacity to improve student outcomes.</p>

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	alignment and implementation of the written, taught and tested curriculum.	
A division English team consisting of the Supervisor of English and an English Specialist provide support to administration and grades 3-5 reading teachers in the areas of professional development, curriculum and instruction and implementing the strategies of the school's improvement plan.	Increased support will be given to English teachers in the areas of curriculum and instruction with a focus on the alignment of the taught curriculum. The English Specialist will meet with individual teachers based on identified needs; and work directly with teachers and students on a weekly basis. The English department will provide teachers in grades 3-5 with a weekly pacing guide to include SOLs to be taught, reviewed and assessed. The English Supervisor will conduct joint observations monthly with administration and provide feedback on the taught curriculum using the VDOE observation rubric.	Increase teacher capacity in the areas of lesson planning, instructional delivery and response to data. Increase in student achievement.
The Math Supervisor met with Academic Coach at monthly steering meetings and provided professional development on the written, taught, and tested curriculum, but focused on the written and tested.	Increased support will be given to math teachers in the areas of curriculum and instruction with a focus on the alignment of the taught curriculum. The math specialist or supervisor will meet with the academic coach every other week to provide	Increase teacher capacity in the areas of lesson planning and instructional delivery. Increase student achievement.

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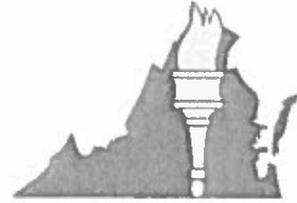


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	<p>professional development on giving feedback to teachers on the taught curriculum. The specialist will meet with individual teachers based on identified needs and work directly with teachers and students based on the identified needs.</p> <p>The math supervisor will conduct joint observations with administration monthly and provide feedback on the taught curriculum using the VDOE observation rubric.</p>	
<p>Supervisors of English and Math meet with steering representatives from each elementary school to provide professional development for the written, taught and tested curriculum and data analysis. Steering representatives take the information learned and share it with the teachers at their home school.</p>	<p>Supervisors will continue to meet monthly with Steering to provide support with the written, taught and tested curriculum and data analysis.</p>	<p>Increase student achievement in reading and math.</p>
<p>Currently, no division vertical team meetings take place.</p>	<p>Quarterly vertical meetings with K-5 teachers will be conducted by the division English and math departments to focus on developing continuity with the strategies used to teach skills that build upon each</p>	<p>Increase teacher collaboration among grade levels. Increase teacher awareness of skills taught in lower and higher grades in reading and math. Development of continuity of strategies among grade levels will help build the students'</p>

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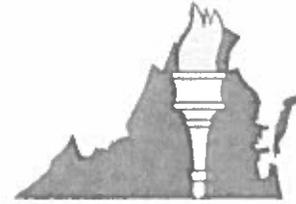


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	other in math and reading for grades K-5.	concept of reading and math connections as they progress from grade to grade.
Currently, no grade level meetings are held city-wide.	Division English and Math departments will meet monthly with grades 3-5 reading and math teachers to provide professional development on the taught curriculum using a gradual release model (I do, we do, you do).	Increase teacher capacity in the areas of lesson planning, instructional delivery and response to data. Increase in student achievement.

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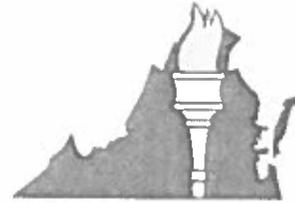


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Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
<p>Parents will be invited to attend a workshop at the beginning of the year where the administration and support groups at Mack Benn, Jr. will share data from our school report card. Parents will be given information on resources that are available to them both at Mack Benn, Jr. and within the community. A monthly newsletter will be distributed to all parents with specific tips and strategies that can be used at home.</p>	<p>Parents need to be aware of the current school data that directly impacts their children as well as an understanding of what specific resources are available to them both at the school and on the community level. This should increase our Reading and Math percentage points on the SOL test by three points.</p>
<p>Mack Benn, Jr., along with the Suffolk Public Library, will go out into the community and work with parents and students with remedial make and take programs. The focus will be on reading strategies and in math a focus on numeracy. The public library will provide students with library cards and the ability to check out books.</p>	<p>Parents will receive practical games that can be used at home to reinforce what their child has learned in Reading and Math. Providing library books to children will increase reading proficiency and comprehension. Student comprehension will lead to gains in SOL scores by three to seven points in year one.</p>
<p>There will be three evening programs that will be sponsored by our PTA that will focus on reading and math strategies derived from data on benchmark tests and PALS for parents. November 30th - Mystery Dinner Theater with a focus for students and parents to use context clues to discover where a special prize could be found in the school. December 8- Caroling Night in the community. Teachers will wrap books to hand out to students with bookmarks that have specific strategies to use when reading.</p>	<p>The anticipated impact will be that parents will have the opportunity to interact with their children and model using context clues from a story, using measurement, and reading orally to their children using higher level question stems. This will lead towards full accreditation within three years for Mack Benn Elementary.</p>

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<p>February 23 Family Reading Night Camp Read Aloud. Staff will create campsites and parents will come in and explore and model good reading strategies and develop higher level questions for comprehension</p> <p>March 16 - Math Night - Cooking Up Academics where parents and their student use measurement to help create their favorite dishes</p>	
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Closing Rationale with Trajectory of Progress

In 2015-2016, Mack Benn experienced a significant transition with staff. The Assistant Principal and Academic Coach were both new to their positions. We had ten new teachers and eight teachers were moved in the summer to help provide the experience that we needed in the upper tested grades. Staffing transitions created challenges for both new and veteran teachers.

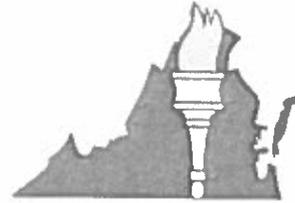
As we enter the 2016-2017 school year we have hired 8 new teachers to our school. Our focus this year will be to provide support and essential training for new staff members in curriculum and using data to plan for instruction. All teachers will receive training in the effective use of Interactive Achievement to collect and disseminate important data.

Mack Benn staff will continue to develop and monitor implementation of lesson plans aligned with the written, taught, and tested curriculum. A committee of teachers are meeting this summer to disaggregate data to identify strengths and weaknesses of students in grades K-5.

For the 2016-2017 school year an additional special education teacher has been hired which will enable all reading and math inclusion classes to be instructed by two licensed teachers. In addition, a paraprofessional will be assigned to these classes. William and Mary T/TAC will also provide technical assistance and coaching for inclusion teams.

Student engagement will continue to be a primary focus this year. The author of, “The Active Classroom”, Ron Nash, will meet with teachers at the beginning of the year and in February. A book study will take place throughout the year.

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A school wide common planning time will be developed after school. This will allow teachers to plan and align their lessons with resource teachers as well as support staff (Title I and Academic Coach).

Based on the proposed trajectory, it is anticipated that achievement gains will continuously occur through the 2018-2019 school year. As a result of the supports outlined in this application, it is projected that the pass rates will annually improve which will raise the pass rates so that at a minimum the school will be categorized as a Partially Accredited: Improving School at the conclusion of the 2016-2017 school year. With this trajectory all accreditation benchmarks are planned to be met and/or exceeded within a three year period.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	60%	67%	71%	75%
Math	57%	66%	70%	75%
Science	NA	NA	NA	NA
History	NA	NA	NA	NA

**Virginia Department of Education
State/Federal Accountability Data
Mack Benn Jr. Elementary
Grades: PK - 05
Suffolk City**

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 80%	Gr 3-5: 89%	*52%	54%	65%	62%
Mathematics	89%	*72%	74%	62%	70%	59%
History and Social Sciences	*Gr 3: 67% *Gr 4-8: 72%	Gr 3: 90% Gr 4-8: 75%	76%	80%	85%	82%
Science	Gr 3: 82% Gr 5-8: 77%	Gr 3: 86% Gr 5-8: 89%	*71%	74%	79%	74%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	80%	90%	*54%	56%	68%	65%
English: Writing	81%	85%	45%	48%	N/A	N/A
History and Social Sciences	*71%	81%	77%	80%	90%	83%
Mathematics	89%	*71%	61%	62%	73%	63%
Science	80%	88%	*72%	74%	79%	78%

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

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Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Suffolk Public Schools

School: King's Fork Middle School

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

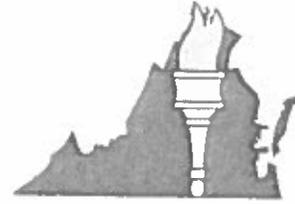
It is the request of Suffolk School Board that King's Fork Middle School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Michael Debranski, Ed.D. Typed School Board Chair Name

 School Board Chair Signature

7/18/16 Date

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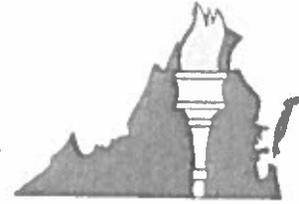
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School Information/Demographics

Division	Free/Reduced Lunch Eligible Percentage			
Suffolk Public Schools	58.78%			
School	Title I Model			
King's Fork Middle School	Not Title I			
	Grade Level	Enrollment	English Language Learners	Special Education
	04	1	0	0
	05	8	0	2
	06	334	0	49
	07	369	2	57
	08	276	1	42
	Total	988	3	150

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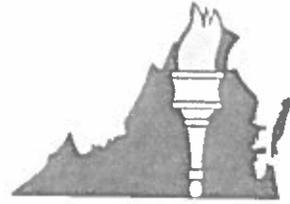
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Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	58%	54%	64%	66%
Mathematics	72%	74%	79%	77%
Science	84%*	76%*	67%	76%
History	71%	67%	75%	76%
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

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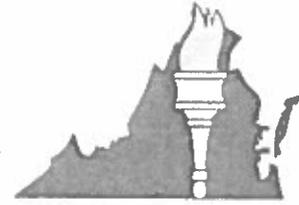


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Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Grade 6: English-Reading	61%	56%	61%	69%
Grade 6: Mathematics	77%	75%	81%	82%
Grade 7: English-Reading	62%	61%	82%	72%
Grade 7: Mathematics	25%	32%	55%	58%
Grade 8: English-Reading	61%	53%	61%	67%
Grade 8: English-Writing	53%	47%	55%	54%
Grade 8: Mathematics	75%	78%	81%	81%
Grade 8: Science	69%	65%	67%	76%
Algebra I	98%	99%	96%	89%

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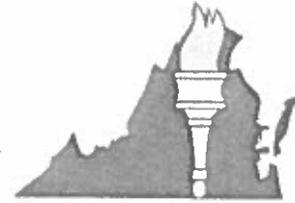
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Civics & Economics	72%	72%	75%	76%
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Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016-2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
6	15	0	0	2	3	10
7	14	4	5	1	2	6
8	14	3	5	3	3	3
Special Education	16	1	3	1	4	8
Total	59	8	13	7	12	37

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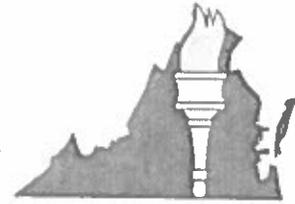


Office of School Improvement Partially Accredited: Reconstituted School Application Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	12	17	
Number and percent of Exemplary teachers returning in 2016-2017	12	17	
Number and percent of Exemplary teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Proficient in 2015-2016	49	70	
Number and percent of Proficient teachers returning in 2016-2017	41	59	
Number and percent of Proficient teachers leaving in 2016-2017	8	11	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	3	4	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	2	3	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	1	1	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
	Number of All Teachers	Percent of All Teachers	Area of Teaching
Teacher Licensure Information			
Number and percent of teachers fully licensed in 2016-2017	70	96	
Number and percent of provisionally licensed teachers in 2016-2017	3	4	

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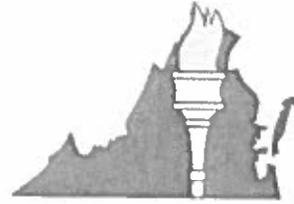
Number and percent of new teachers to the school in 2016-2017	12	17	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	Elementary, Curriculum and Instruction		
Total years of educational experience	22		
Total years as an Assistant Principal	3		
Total years as a Principal	5		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained An Educational Position Outside the Division			4		

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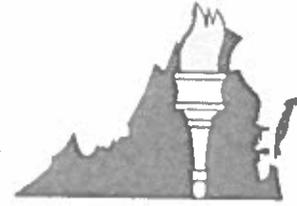
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Partially Accredited: Reconstituted School Application

*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)			1		
Left During the School Year					
Retired from Profession		1	3		
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above			3		

*non-duplicate

VIRGINIA DEPARTMENT OF EDUCATION



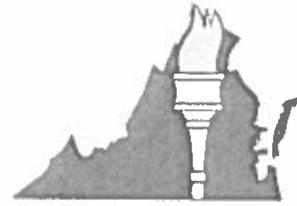
Office of School Improvement

*Partially Accredited: Reconstituted School Application***Reconstitution Information**

During the past three years, King's Fork Middle School has improved the teaching and learning process by implementing the following reform strategies:

- **Literacy Instruction:** Provided professional development and implemented literacy strategies from *Power Tools for Adolescent Literacy* across all content areas.
- **Planning:** Developed units of instruction and common assessments using the *Understanding by Design* model.
- **Instructional Leadership:** Incorporated *Visible Learning* high-yield strategies to increase student engagement.
- **Assessment for Learning:** Conducted a book study using *25 Quick Formative Assessments for a Differentiated Classroom* with all instructional staff to increase teachers' capacity to develop and implement formative assessments to differentiate instruction.
- **School Culture:** Implemented Erase Meanness initiative through PBIS to reduce incidents of conflict and bullying Staff:
- **Staff:** Eleven teachers will be new to King's Fork Middle School for the 2016-2017 school year. Professional Development focus will be provided for the teachers new to the school. Targeted support will be outlined in the school's Professional Development Plan.

VIRGINIA DEPARTMENT OF EDUCATION



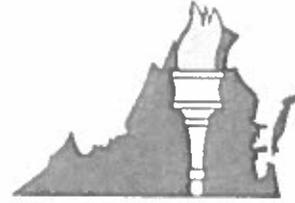
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Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Governance: Ongoing internal support is provided to the administration.</p>	<p>The Visible Learning Framework will be implemented. A third party Administrative Coach will be secured to provide leadership development.</p>	<p>The framework will provide common language and instructional support. The coaching model will provide administrative support throughout the year. The focus will be to improve listening, observing, planning, and committing to new actions.</p>
<p>Instructional Program English: School Based Performance Reviews are conducted throughout the year. Members of the Division Performance Review Team meet monthly with school-level administrators and staff to provide support throughout the year.</p>	<p>A Division Review Team has been established to monitor progress made in accomplishing the goals of the school's improvement plan. The team will be comprised of the Deputy Superintendent; Directors of Leadership and Special Education; Coordinator of Testing and Research; Supervisors of Data and Research, Testing, English and Professional Development. A Literacy Review will be included in the School Based Performance Review process to determine the effectiveness of Balanced Literacy and the</p>	<p>The Division Review Team will help guide the school during the improvement process and make decisions to better increase the school's capacity to improve student outcomes.</p>

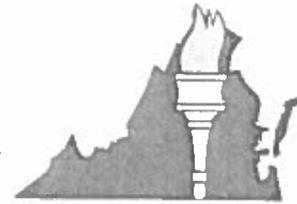
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Office of School Improvement *Partially Accredited: Reconstituted School Application*

	written, taught and tested curriculum.	
<p>Instructional Program English: English teachers collaboratively developed quarterly unit plans and a common assessment. Small group instruction, based on data from common assessment, provided intervention or enrichment. Small groups typically met two to three times between week 7 and 9 of the grading period providing limited time for targeted instruction.</p>	<p>Increase the frequency of small group instruction within the grading period to ensure all students are growing as readers. Continuum of Learning report available through NWEA will be an additional data source used to group students by skill. Use Interactive Achievement/PowerSchool to create "Watchlists" of students who require remediation.</p>	<p>Teachers will be able to diagnose specific instructional concerns and plan targeted instruction to provide intervention and enrichment.</p>
<p>Instructional Program English: English teachers submitted learning plans for feedback prior to being taught. Improvements in the alignment in content and cognition were noted. Alignment of formative assessments and class work activities are still a concern.</p>	<p>Continue to monitor English learning plans weekly. Teachers will submit accompanying formative assessments along with learning plans for feedback. Common assessments for each nine weeks unit will be submitted to instructional staff to provide feedback prior to administration.</p>	<p>Improved alignment of content and cognition of instruction and assessment will lead to measurable gains on division-wide assessments.</p>

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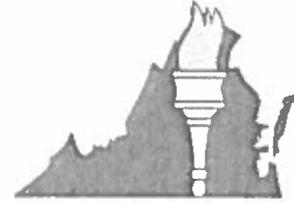


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<p>Instructional Program English: English teachers adopted a Balanced Literacy model. Instruction on M/W/F focused on word analysis and reading. Instruction on T/TH focused on editing, revising and writing. Students continue to struggle demonstrating proficiency on the writing multiple choice format.</p>	<p>Continue implementation of the Balanced Literacy model in English classes. Incorporate a daily review of skills in grades 6-8 English classes similar in format to the writing TEI questions. Division-wide assessments will separate reading and writing skills to ease data analysis and track student progress.</p>	<p>Increase pass rate on the Writing SOL test.</p>
<p>Instructional Program English: Currently, no vertical team meetings take place.</p>	<p>Quarterly vertical meetings with 6-8 teachers will be conducted by the division English department to focus on developing continuity with the strategies used to teach skills that build upon each other in reading and writing for grades 6-8.</p>	<p>Increase teacher collaboration among grade levels. Increase teacher awareness of skills taught in lower and higher grades in reading and math. Development of continuity of strategies among grade levels will help build the students' concept of reading and writing connections as they progress from grade to grade.</p>
<p>Staff: English Students who read below grade level and do not qualify for special education services have limited access to reading instruction focused on reading deficits.</p>	<p>A Literacy Teacher has been hired and will provide instruction to qualifying students in a small group setting. This will be a scheduled class not an optional remediation opportunity.</p>	<p>Increase in students' reading skills as measured by their NWEA MAP scores.</p>
<p>Instructional Program English: A variety of data sources were available to teachers. During the third marking period, Interactive Achievement was implemented in</p>	<p>Interactive Achievement will provide a central source of data for teachers. The longitudinal data system will be available to teachers Fall 2016. Teachers will create a common data</p>	<p>Increase teacher reflection and capacity in the use of data for instructional planning. Increase student ownership and understanding of their progress towards mastery.</p>

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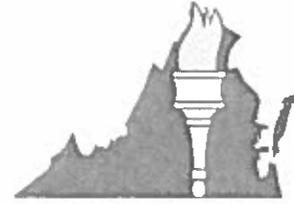


Office of School Improvement

Partially Accredited: Reconstituted School Application

<p>the division. Teachers were encouraged to have students track progress on mastery of reading and writing objectives. Teachers used a variety of tracking formats and some were not consistent in their implementation and student reflection was limited.</p>	<p>tracking chart that incorporates students' reflections to be used in all English classes. Teachers will utilize a literacy notebook to track student progress using multiple data points, i.e. MAP, formative assessments, anecdotal notes. Teachers will submit data reflections and a summary of progress at the interim and end of each grading period. Use Interactive Achievement/PowerSchool to create "Watchlists" of students who require remediation.</p>	
<p>Instructional Program English: Fifteen percent of the student population qualifies for special education services. The school implemented a co-teaching model of instruction in all Math and English inclusion classes. Co-teachers worked with one grade level and were teamed with one to two core teachers. Some of the co-teaching partners were effective at co-planning and co-teaching while some were not as effective working together.</p>	<p>Solicit assistance from the William and Mary T-TAC team to provide assistance in the areas of co-planning and co-teaching in the inclusion setting. Assistance will be ongoing throughout 2016-17 school year.</p>	<p>Building the capacity of the inclusion teams in the areas of co-planning and co-teaching will lead to more individualized instructional practices, more collaboration among special ed and general ed teachers which will positively impact student achievement.</p>

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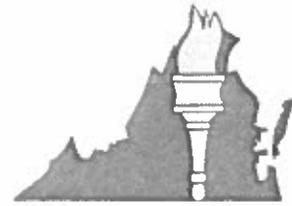


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Partially Accredited: Reconstituted School Application

<p>Instructional Program English: A division English team consisting of the Supervisor of English and an English Specialist provided support to administration and grades 6-8 reading teachers in the areas of professional development, curriculum and instruction and implementing the strategies of the school's improvement plan.</p>	<p>Increased support will be given to English teachers in the areas of curriculum and instruction with a focus on the alignment of the taught curriculum. The English Specialist will meet with grades 6-8 monthly to provide professional development on the taught curriculum, using a gradual release model (I do, We do, You do). The English Specialist will meet with individual teachers based on identified needs; and work directly with teachers and students on a weekly basis. The English department will collaborate with teachers in grades 6-8 to develop a weekly pacing guide to include SOLs to be taught, reviewed and assessed. The English Supervisor will conduct joint observations monthly with administration and provide feedback on the taught curriculum using the VDOE observation rubric.</p>	<p>Increase teacher capacity in the areas of lesson planning, instructional delivery and response to data. Increase in student achievement</p>
<p>Instructional Program English:</p>	<p>The division will conduct Writing Folder Reviews for all four nine weeks.</p>	<p>Increase scores on the Writing SOL Test.</p>

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Office of School Improvement

Partially Accredited: Reconstituted School Application

District Wide Writing Folders are reviewed the first and second nine weeks.	Teachers will also, complete Writing Reflections that ensure students are being exposed to all VDOE prompts by 8th grade.	
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Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Warned Area(s)
Writing Success Night: Parents and students invited to attend to learn about the format of the Writing 8 SOL test and strategies that can be used at home to prepare students. Strategies used in English classrooms will be modeled in an interactive format with families. Offered monthly December through February.	Increase in Writing SOL scores by 5 points
Family Mystery Nights: Teams will work together to apply skills of making inferences and drawing conclusions by solving mysteries. These quarterly events will coincide with other subject area events (Art Showcase, Science Night and U.S. History Night at the Museum.)	Increase in Reading SOL scores by 5 points
Learning Fair: This annual event provides teachers and students an opportunity to showcase what and how students are learning.	Increase in English SOL scores by 5 points

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

Closing Rationale with Trajectory of Progress

It is estimated that continuous achievement gains will be experienced through the 2018-2019 school year. As a result of the supports outlined in this application, it is projected that the school pass rates will roughly improve at a minimum by five percentage points each year which will increase the pass rates so that the accreditation benchmarks are met and/or exceeded within three years. It is, however, our expectation that with the changes in our instructional program outlined above will potentially result in the gains need to meet fully accreditation this coming school year.

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	66%	70%	75%	80%
Math	NA	NA	NA	NA
Science	NA	NA	NA	NA
History	NA	NA	NA	NA

King's Fork Middle

Grades: 06 - 08

Suffolk City

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 84%	Gr 6-8: 80%	*58%	54%	64%	69%
Mathematics	79%	*77%	72%	74%	79%	78%
History and Social Sciences	*Gr 4-8: 78%	Gr 4-8: 71%	71%	67%	75%	76%
Science	Gr 5-8: 93%	Gr 5-8: 92%	*84%	76%	67%	75%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

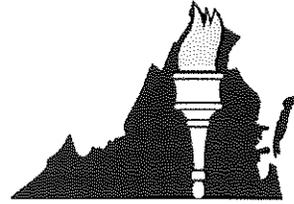
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	83%	80%	*61%	57%	68%	71%
English: Writing	86%	81%	52%	47%	55%	58%
History and Social Sciences	*78%	71%	71%	67%	75%	77%
Mathematics	79%	*69%	72%	73%	80%	78%
Science	93%	92%	*69%	65%	67%	76%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement
Partially Accredited: Reconstituted School Application

Division: Waynesboro Public Schools

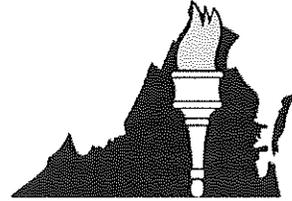
School: Wenonah Elementary School

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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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



VIRGINIA DEPARTMENT OF EDUCATION

Office of School Improvement

Partially Accredited: Reconstituted School Application

It is the request of Waynesboro Public School Board that Wenonah Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Kathryn E. Maneval Typed School Board Chair Name

Kathryn E. Maneval School Board
Chair Signature

July 13, 2016 Date

Division: Waynesboro Public Schools

School: Wenonah Elementary

School Information/Demographics

Division 130		Free/Reduced Lunch Eligible Percentage 87.57%		
School Wenonah Elementary		Title I Model School-wide Instructional Model		
	Grade Level	Enrollment	English Language Learners	Special Education
	K	26	0	1
	1	37	5	2
	2	34	9	3
	3	47	12	5
	4	39	5	2
	5	38	11	2
	Total	221	42	15

Division: Waynesboro Public Schools

School: Wenonah Elementary

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	44	48	69	60
Mathematics	57	57	64	69
Science	73	51	39	49
History	77	71	74	49
Graduation and Completion Index (if applicable)				

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English-3 rd grade; EOC English				
3 rd Grade Reading	47	38	66	57
3 rd Grade Math	47	50	50	60
4 th Grade Reading	47	44	53	71
4 th Grade Math	57	54	66	77
5 th Grade Reading	41	46	68	52
5 th Grade Math	38	50	52	68
VA Studies	64	63	74	49
5 th Grade Science	57	50	38	49
Graduation and Completion Index (if applicable)				

Division: Waynesboro Public Schools

School: Wenonah Elementary

Staff Information

The hiring process for the 2016 – 2017 is not completed. The bolded areas of the chart will be updated as the process is completed.

We recognize Wenonah has a high turnover of staff. Last year, we hired a new principal to focus on building community and to provide supports to teachers as they select the most effective strategies for Wenonah's students. In addition, the principal is using the Waynesboro Teacher Performance Plan and the hiring process to ensure that we have veteran teachers who have demonstrated success in the area of student achievement.

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
Kindergarten	2	1	0	0	0	1
1 st Grade	2	0	1	1	0	0
2 nd Grade	2	0	0	1	0	1
3rd Grade	3	3	0	0	1	0
4th Grade	2	1	0	1	0	0
5 th Grade	2	1	1	0	1	0
Special Education	1	1	1	0	0	0
Media Specialist	1	0	0	0	0	0
Reading Specialists	2	0	0	0	1	1
Art	1	0	0	0	0	1
Music	1	0	1	0	0	0
Physical Education	1	0	0	0	1	0
Guidance Counselor	1	0	0	0	1	0
Intervention Specialist	1	0	0	0	1	0
Math Enrichment Specialist	1	1	1	0	0	0
English as a Second Language	1	1	1	0	0	0
Total	24	9	6	3	6	4

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information		Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016		2	8%	
Number and percent of Exemplary teachers returning in 2016-2017		0	0	
Number and percent of Exemplary teachers leaving in 2016-2017		2	8%	
Number and percent of teachers scoring Proficient in 2015-2016		20	83%	
Number and percent of Proficient teachers returning in 2016-2017		16	67%	
Number and percent of Proficient teachers leaving in 2016-2017		4	17%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016		2	8%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017		0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017		2	8%	
Number and percent of teachers scoring Unacceptable in 2015-2016		0	0	
Number and percent of Unacceptable teachers returning in 2016-2017		0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017		0	0	
Teacher Licensure Information		Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017		24	100%	
Number and percent of provisionally licensed teachers in 2016-2017		0	0	
Number and percent of new teachers to the school in 2016-2017		9	38%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)		0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)		1	4%	Library Media
Principal Information/Instructional Background				
Degree area (s)	BA Child Development/M. Ed Admin Supervision			
Total years of educational experience	19			
Total years as an Assistant Principal	10			
Total years as a Principal	2			

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Not Evaluated in 2015-16	Proficiency Levels			
		Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	0	0	0	0	0
*Sought/Obtained An Educational Position Outside the Division	0	2	4	2	0
*Sought/Obtained A Non-Educational Position Outside the Division	0	0	0	0	0
Advanced in Profession	0	1	0	0	0
Left Solely for Higher Pay	0	0	0	0	0
Personal Reasons (family, health, education)	0	0	1	0	0
Left During the School Year	0	0	0	0	0
Retired from Profession	0	0	0	0	0
Left Profession/Field	0	0	0	0	0
Resigned In Lieu of Dismissal/Termination	0	0	0	1	0
Dismissed/Non-Renewed	0	0	0	0	0
Other Reasons Not Identified Above	0	0	0	0	0

*non-duplicate

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Reconstitution Information

Wenonah Elementary School was a Focus School in 2015 - 16 and benefitted from the measures put into place by the Academic Review trainings. Curriculum is aligned and the teacher lesson plans include the student behavior, criteria, and conditions for success. This year, our focus is to strengthen the Tier I instruction. The principal is new to the school (2nd year). She is using the school improvement process to strengthen Tier I school wide strategies to support students living in poverty and to develop structures to promote positive behavior.

We have established a district level team to support the unique needs of Wenonah’s population. Class size, access to technology, and intervention specialists have been provided for Wenonah.

Mark **all** applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instruction: The division provided teachers with a reading pacing guide and reading materials to support the pacing guide. Teachers designed their reading program to include word study, comprehension, fluency, and vocabulary. We provided universal exposure to all students using on grade level materials and then, small group instruction for students using material at an independent level.</p>	<p>Instruction: All elementary level teachers will use the Benchmark Literacy program to teach reading. Staff development will be provided all year to implement the program with fidelity.</p>	<ol style="list-style-type: none"> 80% of our students will be on grade level in reading with Tier I Supports (Benchmark Literacy.) An additional 25% of our students will make progress toward the on level goal with Tier I and Tier II support. An additional 5% of our students will make progress toward the on level goal with Tier I, Tier II and Tier III supports. At least 70% of our students will pass the Reading SOL assessment by Spring 2017. Wenonah will be fully accredited in reading by Spring 2018.
<p>Staff and Instruction: Teachers in grades 3 - 5 provided reading instruction with assistance from an instructional aide. The SOL pass rate for students in grade 5 was 52% and in grade 3 was 57%.</p>	<p>Staff and Instruction: Using Title I funding, additional reading support will be given to the students in grade 4. We are contracting with a retired teacher who has a high rate of success in reading instruction to provide literacy support to students and to collaborate with the classroom teacher in the implementation of Tier II supports for those students needing additional</p>	<p style="text-align: right;">Attachment HH</p> <ol style="list-style-type: none"> The reading SOL pass rate for grade 4 will be 65% in by Spring 2017. 50% of the students receiving Tier II supports will pass the SOL reading test in the Spring of 2017.

	<p>supports.</p>	
<p>Instruction: Students were provided intervention and remediation in math, science and reading based on the recommendation of the teacher. Intervention and remediation included re-teaching, alternative strategy use, and review.</p>	<p>Instruction Wenonah Elementary will have access to the data management system, onTrac. Intervention and remediation in reading, science and math will be tracked for effectiveness. Students will be selected based on school wide criteria identifying the student at-risk.</p>	<p>1. Student achievement will increase in reading, science and math as determined by the Spring 2017 SOL assessments.</p>
<p>Staff and Instruction: Special education and general education teachers used a Supportive Co-teaching model- one teacher takes the lead role and the other teacher rotates among students to provide support.</p>	<p>Staff and Instruction: Co-Teaching – Staff development is being provided to move to a co-teaching model – both teachers deliver instruction either whole group or small group.</p>	<p>1. Increase special education subgroup English pass rates from 13% to 22% in the spring of 2017. 2. Increase special education subgroup math pass rates from 13% to 22% in the spring of 2017. 3. Increase special education subgroup science pass rates. (Scores are typically too small to publish.)</p>

Family Engagement

<p>Activity Implementation Timeline and Description</p>	<p>Anticipated Impact on Student Achievement in Warned Area(s)</p>
<p>African American Read In – Wenonah will sponsor this event to promote reading in the community and to celebrate African American authors. Prominent members of the community will gather to hear students from all of the Waynesboro Schools read their favorite selection written by an African American author. Timeline – February 2017</p>	<p>Increased student achievement on the reading SOL assessments. Increased student achievement as demonstrated by PALS and teacher made assessments.</p>
<p>Parent Teacher Organization – Wenonah parents recently formed a PTO to support their school. Plans to sponsor curriculum nights and volunteer programs are underway for Wenonah’s community.</p>	<p>Increased parent involvement in supporting literacy at home. Increased student achievement on the reading, math and science SOL assessments. Increased student achievement as demonstrated by PALS and teacher made assessments.</p>
<p>Parent Resource Van – Title I funds provide a parent resource van that serves the William Perry Community. The van is scheduled to be in community locations throughout the year providing reading materials and educational games for families. A teacher and instructional aide are available to assist families as they select materials to work with their children. Timeline – Scheduled throughout the year including summer months.</p>	<p>Increased student achievement on the reading SOL assessments. Increased student achievement as demonstrated by PALS and teacher made assessments.</p>

Closing Rationale with Trajectory of Progress

Partially-Accredited Reconstitution Application for Wenonah Elementary School is based on a formal plan to address student achievement in reading, math, and science. Pass rates in mathematics have increased in the past three years (from 57% to 69%). While science pass rates declined two years ago, our preliminary results show an increase from 39% to 49% this year. We anticipate that the Benchmark Literacy Program and staff development will have a significant positive impact on student achievement in reading. The pass rate in English has increased significantly since the 2013 – 2014 assessments. Attention to staffing and the new reading program will correct the decline in the reading scores that we experienced this year (69% to 60%). With the addition of new administration, the new reading series, intervention supports, and significant changes in staffing, Wenonah will reach full accreditation.

Trajectory of Progress			
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018
English	60%	65%	70%
Math	69%	72%	75%
Science	49%	55%	60%
			2018-2019
			75%
			>75%
			>65%

**Virginia Department of Education
State/Federal Accountability Data
Wenonah Elementary
Grades: KG - 05
Waynesboro City**

Attachment HH1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 80%	Gr 3-5: 81%	*44%	48%	69%	62%
Mathematics	91%	*72%	57%	57%	64%	69%
History and Social Sciences	*Gr 3: 76% *Gr 4-8: 92%	Gr 3: 72% Gr 4-8: 84%	77%	71%	74%	50%
Science	Gr 3: 79% Gr 5-8: 86%	Gr 3: 79% Gr 5-8: 73%	*73%	51%	39%	48%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

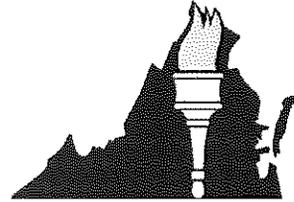
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	68%	82%	*45%	43%	62%	59%
English: Writing	76%	69%	29%	37%	N/A	N/A
History and Social Sciences	*82%	78%	66%	68%	74%	51%
Mathematics	89%	*39%	48%	51%	56%	65%
Science	82%	75%	*54%	47%	38%	50%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement
Partially Accredited: Reconstituted School Application

Division: Waynesboro Public Schools

School: William Perry Elementary School

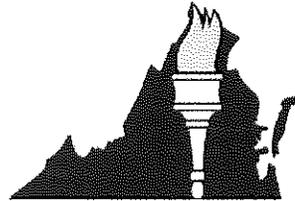
Schools that are rated *Partially Accredited* (formerly *Accredited with Warning*) for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for a rating of *Partially Accredited: Reconstituted School* from the Virginia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

8 VAC 20-131-300.C.4 states that “Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter.”

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

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement

Partially Accredited: Reconstituted School Application

It is the request of Waynesboro Public School Board that William Perry Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Kathryn E. Maneval Typed School Board Chair Name

Kathryn E. Maneval School Board
Chair Signature

July 13, 2016 Date

Division: Waynesboro Public Schools

School: William Perry Elementary

School Information/Demographics

Division 130		Free/Reduced Lunch Eligible Percentage 67.24%		
School William Perry Elementary		Title I Model School-wide Instructional Model		
	Grade Level	Enrollment	English Language Learners	Special Education
	K	79	0	5
	1	94	6	7
	2	104	9	9
	3	78	6	6
	4	91	9	10
	5	74	2	9
	Total	520	32	46

Division: Waynesboro Public Schools

School: William Perry Elementary

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	62	66	71	70
Mathematics	73	68	65	72
Science	79	74	50	74
History	79	74	74	86
Graduation and Completion Index (if applicable)				

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English-3 rd grade; EOC English				
3 rd Grade Reading	59	64	64	66
3 rd Grade Math	57	57	56	63
4 th Grade Reading	65	54	83	70
4 th Grade Math	81	57	76	72
5 th Grade Reading	60	72	61	71
5 th Grade Math	58	81	59	82
VA Studies	72	77	61	86
5 th Grade Science	58	64	51	74
Graduation and Completion Index (if applicable)				

Division: Waynesboro Public Schools

School: William Perry Elementary

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
Kindergarten	5	0	2	1	1	1
1 st Grade	4	0	3	0	0	1
2 nd Grade	5	0	2	1	0	2
3 rd Grade	4	0	2	1	0	1
4 th Grade	5	2	3	0	2	0
5 th Grade	4	1	1	2	1	0
Special Education	3	1	1	0	1	1
Media Specialist	1	0	0	0	1	0
Reading Specialists	1	0	0	0	0	1
Art	1	0	0	0	0	1
Music	1	0	0	0	0	1
Physical Education	1	0	1	0	0	0
Guidance Counselor	1	0	0	0	1	0
Intervention Specialist	2	0	0	0	1	1
Math Enrichment Specialist	1	0	0	0	1	0
English as a Second Language	1	0	0	0	0	1
Total	40	4	15	5	9	11

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information		Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016		9	21%	
Number and percent of Exemplary teachers returning in 2016-2017		8	19%	
Number and percent of Exemplary teachers leaving in 2016-2017		1	2%	
Number and percent of teachers scoring Proficient in 2015-2016		31	74%	
Number and percent of Proficient teachers returning in 2016-2017		27	64%	
Number and percent of Proficient teachers leaving in 2016-2017		4	10%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016		2	2%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017		2	2%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017		0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016		0	0	
Number and percent of Unacceptable teachers returning in 2016-2017		0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017		0	0	
Teacher Licensure Information		Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017		42	100%	
Number and percent of provisionally licensed teachers in 2016-2017		0	0	
Number and percent of new teachers to the school in 2016-2017		6	14%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)		0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)		0	0	
Principal Information/Instructional Background				
Degree area (s)		BS Education/MS Health Education/Ed Leadership Virginia Certificate		
Total years of educational experience		26		
Total years as an Assistant Principal		4		
Total years as a Principal		2		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			1		
*Sought/Obtained An Educational Position Outside the Division			2		
*Sought/Obtained A Non-Educational Position Outside the Division			1		
Advanced in Profession			0		
Left Solely for Higher Pay			0		
Personal Reasons (family, health, education)			2		
Left During the School Year			0		
Retired from Profession			0		
Left Profession/Field			1		
Resigned In Lieu of Dismissal/Termination			0		
Dismissed/Non-Renewed			0		
Other Reasons Not Identified Above			0		

*non-duplicate
9

Reconstitution Information

Student achievement in reading at William Perry has increased since the 2013 – 2014 school year. New administration (both principal and assistant principal) came on board during the 2015 – 2016 school year. School improvement efforts and the implementation of the new reading series will be the foci of this administration. William Perry enters the 2016 – 2017 school year accredited in every area except reading.

Our teachers have requested the support of the Benchmark Literacy program. With the structure that this product provides, our students will increase in their literacy skills. We will continue to increase time in text and promote the joy of literacy for learning and enjoyment.

We have seen improvement in the past with the support of the VA Department of Education Academic Review process. William Perry is very close to accreditation. The staff plans to continue the process through the school improvement plan and the use of a data management system.

Mark all applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instruction: The division provided teachers with a reading pacing guide and reading materials to support the pacing guide. Teachers designed their reading program to include word study, comprehension, fluency, and vocabulary. We provided universal exposure to all students using on grade level materials and then, small group instruction for students using material at an independent level.</p> <p>Staff and Instruction: Teachers in grades 3 – 5 provided reading instruction with assistance from an instructional aide.</p>	<p>Instruction: All elementary level teachers will use the Benchmark Literacy program to teach reading. Staff development will be provided all year to implement the program with fidelity.</p> <p>Staff and Instruction: Students reading below level in grades 3 – 5 will receive additional support from a literacy intervention specialist with a focus on comprehension skills. An extension teacher will reduce class size in reading for</p>	<ol style="list-style-type: none"> 1. 80% of our students will be on grade level in reading with Tier I Supports (Benchmark Literacy.) 2. An additional 25% of our students will make progress toward the on level goal with Tier 1 and Tier 1 support. 3. An additional 5% of our students will make progress toward the on level goal with Tier I, Tier II and Tier III supports. 4. At least 75% of our students will pass the Reading SOL assessment by Spring 2017. <ol style="list-style-type: none"> 1. At least 75% of our students will pass the Reading SOL assessment by Spring 2017.

	<p>grades 3 – 5 to support small group reading instruction.</p>	
<p>Instruction: Students were provided intervention and remediation in math and reading based on the recommendation of the teacher. Intervention and remediation included re-teaching, alternative strategy use, and review.</p>	<p>Instruction William Perry will have access to the data management system, onTrac. Intervention and remediation in reading and math will be tracked for effectiveness. Students will be selected based on school wide criteria identifying the student at-risk.</p>	<p>1. Student achievement will increase in reading and math as determined by the Spring 2017 SOL assessments.</p>
<p>Staff and Instruction: Special education and general education teachers used a Supportive Co-teaching model- one teacher takes the lead role and the other teacher rotates among students to provide support.</p>	<p>Staff and Instruction: Co-Teaching – Staff development is being provided to move to a co-teaching model – both teachers deliver instruction either whole group or small group.</p>	<ol style="list-style-type: none"> 1. Increase special education subgroup English pass rates from 22% to 30%. 2. Increase special education subgroup math pass rates from 30% to 38%. 3. Increase special education subgroup science pass rates from 50% to 55%.

Family Engagement

<p>Activity. Implementation Timeline and Description</p>	<p>Anticipated Impact on Student Achievement in Warned Area(s)</p>
<p>Kindergarten Parent Reading Workshop – The reading specialist will model ways to read to children that build comprehension skills, fluency, vocabulary and a love of literacy. Parents and students will take books home to practice. Timeline – March</p>	<p>The connection between home and school is instrumental in promoting student achievement. We expect that our kindergarten students will know concept of word by first grade and will not be identified in PALS. By third grade, SOL reading scores will show improvement based on the foundation built in kindergarten.</p>
<p>Rising Kindergarten Workshop – The kindergarten teachers and reading specialist will partner to provide preschool parents with ideas to support literacy at home. Timeline - May</p>	<p>Waynesboro prekindergarten students will not be identified as at risk by the fall PALS screening. By third grade, SOL reading scores will show improvement based on the foundation built in prekindergarten.</p>
<p>Green Valley Book Fair Give Away – Every William Perry Student will receive \$20 worth of books to take home for the summer. Timeline - April</p>	<p>Increased student achievement on the reading SOL assessments. Increased student achievement as demonstrated by PALS and teacher made assessments.</p>
<p>Parent Resource Van – Title I funds provide a parent resource van that serves the William Perry Community. The van is scheduled to be in community locations throughout the year providing reading materials and educational games for families. A teacher and instructional aide are available to assist families as they select materials to work with their children. Timeline – Scheduled throughout the year including summer months.</p>	<p>Increased student achievement on the reading SOL assessments. Increased student achievement as demonstrated by PALS and teacher made assessments.</p>

Closing Rationale with Trajectory of Progress

Partially-Accredited Reconstitution Application for William Perry Elementary School is based on a formal plan to address student achievement in reading. A similar plan was implemented successfully for Math three years ago and the school has met the accreditation benchmark. Moving forward, the principal, school leadership team, and division leaders will work collaboratively to implement the proposed strategies outlined in the table on page 8. We expect to make full accreditation in 2016 - 2017.

Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	70%	75%	>75%	>75%

**Virginia Department of Education
State/Federal Accountability Data
William Perry Elementary
Grades: KG - 05
Waynesboro City**

Attachment HH1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 76%	Gr 3-5: 82%	*62%	66%	71%	70%
Mathematics	90%	*79%	73%	68%	65%	72%
History and Social Sciences	*Gr 3: 67% *Gr 4-8: 79%	Gr 3: 89% Gr 4-8: 91%	79%	74%	74%	87%
Science	Gr 3: 86% Gr 5-8: 81%	Gr 3: 86% Gr 5-8: 90%	*79%	74%	71%	73%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

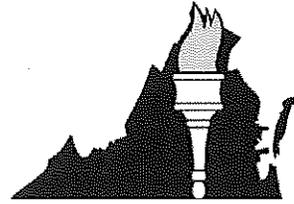
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	Title I - School Wide Program
2014-2015	2013-2014	Improvement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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	75%	81%	*61%	63%	69%	67%
English: Writing	70%	79%	58%	70%	N/A	N/A
History and Social Sciences	*71%	90%	78%	76%	61%	86%
Mathematics	88%	*59%	65%	65%	64%	69%
Science	82%	88%	*65%	67%	51%	72%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Waynesboro Public Schools

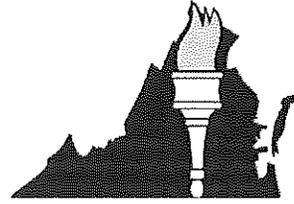
School: Kate Collins Middle School

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VIRGINIA DEPARTMENT OF EDUCATION

Office of School Improvement

Partially Accredited: Reconstituted School Application

It is the request of Waynesboro Public School Board that Kate Collins Middle School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Kathryn E. Maneval Typed School Board Chair Name

Kathryn E. Maneval School Board
Chair Signature

July 13, 2016 Date

School Information/Demographics

Division 130		Free/Reduced Lunch Eligible Percentage 67.24%		
School Kate Collins Middle School		Title I Model N/A		
	Grade Level	Enrollment	English Language Learners	Special Education
	6	246	15	19
	7	224	16	16
	8	228	4	20
	Total	698	35	55

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	77	64	66	67
Mathematics	67	69	73	71
Science	80	77	73	69
History	77	76	78	78
Graduation and Completion Index (if applicable)				

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English-3 rd grade; EOC English				
6 th Grade Reading	67	63	68	65
6 th Grade Math	55	58	74	61
7 th Grade Reading	65	67	71	73
7 th Grade Math	40	42	38	43
8 th Grade Reading	61	62	64	61
8 th Grade Writing	60	56	58	54
8 th Grade Math	73	75	77	81
8 th Grade Science	80	65	73	69
Algebra I	89	98	97	95
Geometry	100	100	100	100
Civics	79	77	78	78

Graduation and Completion Index (if applicable)				
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Staff Information

The hiring process for the 2016 – 2017 is not completed. The bolded areas of the chart will be updated as the process is completed.

Significant staff changes were made in the English Department for the 2016 – 2017 school year. Teachers were reassigned and/or hired based on documented success with student achievement in literacy.

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
6/English	5	0	0	0	0	5
7/English	4	2	1	1	1	1
8/English	3	1	1	0	1	0
6/Math	4	1	1	1	1	1
7/Math	3	0	0	1	1	1
8/Math	4	0	0	1	3	0
6/Social Studies	2	0	0	0	0	2
7/Social Studies	2	1	0	0	1	0
8/Civics	2	2	1	0	1	0
6/Science	2	0	0	0	1	0
7/Science	2	1	1	0	0	1
8/Science	2	0	0	0	0	2
Technology	1	0	0	0	1	0
Business	1	0	0	0	1	0
Family and Consumer Sciences	1	0	0	1	0	0
Art	1	0	0	0	1	0
Choral Music	1	1	0	0	1	0
Instrumental Music	1	0	0	0	1	0
Foreign Language	1	0	0	0	0	1
Physical Education	5	0	0	1	3	1

Division: Waynesboro Public Schools

School: Kate Collins Middle School

Special Education	6	0	0	0	1	5
Media Specialist	1	0	0	0	0	1
Reading Specialists	1	0	0	0	0	1
Total	55	9	5	6	19	22

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	13	19%	
Number and percent of Exemplary teachers returning in 2016-2017	10	15%	
Number and percent of Exemplary teachers leaving in 2016-2017	3	4%	
Number and percent of teachers scoring Proficient in 2015-2016	68	78%	
Number and percent of Proficient teachers returning in 2016-2017	45	66%	
Number and percent of Proficient teachers leaving in 2016-2017	8	12%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	2	3%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	1	1%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	1	1%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	68	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0	
Number and percent of new teachers to the school in 2016-2017	11	16%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0	
Principal Information/Instructional Background			
Degree area (s)	BS Elementary Ed. With Math Endorsement/M.Ed. Admin Supervision		
Total years of educational experience	19		
Total years as an Assistant Principal	3		
Total years as a Principal	6		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division	0	0	0	0	0
*Sought/Obtained An Educational Position Outside the Division	0	3	5	0	0
*Sought/Obtained A Non-Educational Position Outside the Division	0	0	1	0	0
Advanced in Profession	0	0	0	0	0
Left Solely for Higher Pay	0	1	0	0	0
Personal Reasons (family, health, education)	0	1	0	1	0
Left During the School Year	0	0	0	0	0
Retired from Profession	0	0	3	0	0
Left Profession/Field	0	0	1	0	0
Resigned In Lieu of Dismissal/Termination	0	0	0	0	0
Dismissed/Non-Renewed	0	0	0	0	0
Other Reasons Not Identified Above	0	0	0	0	0

*non-duplicate
32

Reconstitution Information

During the past three years, Kate Collins Middle School has improved the school culture and instructional programs by implementing the following reform strategies:

- Differentiated Instruction: Differentiation and remediation were supported with an intervention/ enrichment block each day for 30 minutes.
- School culture: An offense system to provide consistent discipline was designed by the teachers and implemented by school administrators.
- Instructional Leadership: Principal and assistant principals have attended weekly common planning meetings.

Mark all applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome
<p>Instruction: KCMS staff developed an Offense System to communicate behavior standards and consequences for misbehavior. Staff members hoped that this would significantly reduce the number of office referrals and provide consistency with administrative response to misbehavior.</p> <p>Staff and Instruction: Staff members in the English Department expressed concerns that they were unable to meet the needs of below level readers. A reading specialist was added at the sixth grade level to work with below level readers. A literacy intervention specialist was added to assist teachers in lesson planning for below level readers.</p>	<p>Instruction: KCMS is working with the Virginia Tiered System of Supports to develop a “Proactive School-wide Discipline Plan.” A school level team is established with representatives from each area of the school. The team is beginning its training to develop a systematic and an instructional approach to decreasing student misbehavior and increasing student engagement. An alternative setting is established for next year to support students who have long-term suspensions.</p> <p>Staff and Instruction: The principal, with support from central office, has reassigned the majority of the 2015 – 16 English teachers. All newly hired English teachers have a certification in English. Recently reassigned teachers with middle school certifications, have backgrounds in teaching reading. All English teachers will continue to work with the literacy intervention specialist to design a literacy program that includes universal exposure to on grade level material as</p>	<ol style="list-style-type: none"> 1. 80% of KCMS’ students will respond positively to Tier One supports for behavior. 2. 15% of KCMS’ students will respond positively to additional Tier Two supports for behavior. 5% of KCMS’ students will respond positively to additional Tier Three supports for behavior. 3. The number (days) of out of school suspension will decrease from 403 (4th quarter of 2015 – 16) to 200 by 4th quarter of 2016 – 17. (50%)
		<ol style="list-style-type: none"> 1. The 6th Grade SOL Reading Pass rate will increase from 65% to 75% by Spring 2018. 2. The 7th Grade SOL Reading Pass rate will increase from 73% to 75% by Spring 2017. 3. The 8th Grade SOL Reading Pass rate will increase from 65% to 75% by Spring 2018.

<p>English teachers created their own pacing guides and benchmark assessment to ensure alignment and guide instruction.</p>	<p>well as focused instruction for students reading below grade level. The reading specialist will work with below level students at the sixth grade level. A literacy series is approved and will be provided for 6th and 7th grade teachers to use as the foundation for English instruction. The Office of Instruction will provide benchmark tests and pacing guides for the English program.</p>	
<p>The division developed a walk-through form. Walk-throughs with written feedback have been implemented inconsistently.</p>	<p>Bi-weekly walk-throughs will be conducted in all English and science classes and will include written feedback to address alignment and student engagement.</p>	<p>Increase written feedback to science and English teachers regarding curriculum alignment and student engagement</p>
<p>Staff and Instruction: Special education and general education teachers used a Supportive Co-teaching model- one teacher takes the lead role and the other teacher rotates among students to provide support.</p>	<p>Staff and Instruction: Co-Teaching – Staff development is being provided to move to a co-teaching model – both teachers deliver instruction either whole group or small group.</p>	<p>Increase special education subgroup English pass rates from 19% to 27%. Increase special education subgroup science pass rates from 14% to 25%.</p>

Family Engagement

Implementation Timeline and Description Activity Meet in the Middle – Orientation for 6 th grade parents and students Timeline - March	Anticipated Impact on Student Achievement in Warned Area(s) Increase in attendance and student achievement Increase in 6 th grade English and Science SOL scores Increase in student achievement in English and Science as demonstrated on SOL and subject pass rates
Parent/Teacher conferences for attendance, academics, and behavioral concerns. Timeline – Throughout the year	

Closing Rationale with Trajectory of Progress

Partially-Accredited Reconstitution Application for Kate Collins Middle School is based on a formal plan to address student engagement and curriculum alignment. A similar plan was implemented successfully for Math four years ago and the school has met the accreditation benchmark for the past two years. Moving forward, the principal, school leadership team, and division leaders will work collaboratively to implement the proposed strategies outlined in the table of page 9. We expect to make progress to full accreditation in 2016-17, with full accreditation expected in 2017-18.

Content Area(s) not Fully Accredited	Trajectory of Progress		
	2015-2016	2016-2017	2017-2018
English	67%	70%	75%
Science	69%	70%	>70% >70%

**Virginia Department of Education
State/Federal Accountability Data
Kate Collins Middle
Grades: 06 - 08
Waynesboro City**

Attachment HH1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 80%	Gr 6-8: 84%	*77%	64%	66%	64%
Mathematics	75%	*73%	67%	69%	73%	71%
History and Social Sciences	*Gr 4-8: 79%	Gr 4-8: 78%	77%	76%	78%	81%
Science	Gr 5-8: 90%	Gr 5-8: 85%	*80%	77%	73%	68%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	80%	82%	*64%	64%	68%	63%
English: Writing	73%	80%	60%	56%	58%	53%
History and Social Sciences	*79%	77%	77%	76%	78%	79%
Mathematics	72%	*61%	63%	66%	71%	68%
Science	89%	83%	*80%	65%	73%	67%

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

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Westmoreland County Public Schools

School: Cople Elementary

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

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Partially Accredited for the preceding three consecutive years or for three consecutive years anytime thereafter."

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

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

It is the request of the Westmoreland County School Board that Cople Elementary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Daniel Wallace, Ph.D. Typed School Board Chair Name

 School Board Chair Signature

14 JULY 2016 Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage		
Westmoreland County		81%		
School		Title I Model		
Cople Elementary		Schoolwide		
Grade Level	Enrollment	English Language Learners	Special Education	
PK	40	0	4	
K	63	4	6	
1	50	5	6	
2	62	7	6	
3	68	8	8	
4	67	2	14	
5	53	2	12	
Total	403	28 (7%)	56 (14%)	

Westmoreland County Public Schools rezoned the two elementary schools (Cople Elementary and Washington District Elementary), beginning with the 2015-2016 school year. The purpose of the rezoning was to balance the enrollment at each elementary school and alleviate the overcrowding at Washington District Elementary School. As a result of the rezoning, Cople Elementary gained approximately forty students, one of whom was designated as an English Language Learner, and three of whom received special education.

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	67	67	72	70
Mathematics	57	65	68	66
Science	70	70	78	81
History	84	81	93	82
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Cople Elementary’s state accreditation status for 2015-2016 (based on 2014-2015 assessment results) was Partially Accredited: Improving School – Pass Rate. Cople Elementary met the accreditation benchmarks for history and science. In English, Cople Elementary was designated NO-I: Did not meet benchmark but satisfies the criteria for improvement. In math, Cople Elementary was designated NO-A: Did not meet benchmark but is within the narrow margin. This reflects Cople Elementary’s steady, incremental improvement during the past three years.

Preliminary 2015-2016 assessment results reflect a modest two-point decline in English and mathematics. While there is also a decline in history, pass rates for both history and science continue to exceed the state benchmarks. Despite Cople Elementary’s modest decline in 2015-2016 pass rates, the school demonstrated an upward trajectory in all content areas from 2012 – 2015. Cople Elementary’s overall trend is one of improvement.

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English-3 rd grade; EOC English				
3 rd English	75	67	69	68
3 rd Math	47	57	63	60
3 rd Science	85	80	N/A	N/A
3 rd History	88	87	N/A	N/A

4 th English	66	66	74	64
4 th Math	63	64	85	63
4 th VA Studies	79	91	93	82
5 th English	65	62	71	74
5 th Math	47	60	52	74
5 th Science	57	63	78	79
5 th US History	84	67	N/A	N/A
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
PK	2	1		1		1
K	3	1	1			2
1	3			2	1	
2	3			1	1	1
3	3	1	1		2	
4	3		1		2	
5	3			1	1	1
Special Education	5	1	1	2	1	1
ELL/MEP	1				1	
Reading Specialists	3	1		1		2
Total	29	5	4	8	9	8

Cople Elementary will have five teachers new to the school in 2016-2017. Two of the teachers new to Cople, one in PreK and one in special education, are transferring to Cople from other schools within the division. The remaining three will be new to Westmoreland County Public Schools.

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	26	79	
Number and percent of Exemplary teachers returning in 2016-2017	21	64	
Number and percent of Exemplary teachers leaving in 2016-2017	5	15	
Number and percent of teachers scoring Proficient in 2015-2016	7	21	
Number and percent of Proficient teachers returning in 2016-2017	7	21	
Number and percent of Proficient teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	0	0	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	0	0	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	28	85	
Number and percent of provisionally licensed teachers in 2016-2017	1		
Number and percent of new teachers to the school in 2016-2017	5	15	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	1		Adaptive special education
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	1		Family Medical Leave planned in third grade
Principal Information/Instructional Background			
Degree area (s)	Masters in Administration & Supervision *		
Total years of educational experience	24		
Total years as an Assistant Principal	4		
Total years as a Principal	10		

***NOTE: Principal information provided is for the principal who was in place for 2015-2016. Cople Elementary will have a new principal for 2016-2017. The new principal has not yet been appointed, so this information is not yet available for the new principal.**

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division		2			
*Sought/Obtained An Educational Position Outside the Division					
*Sought/Obtained A Non-Educational Position Outside the Division		1			
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					
Left During the School Year					
Retired from Profession		2			
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

6

Reconstitution Information

Mark **all** applicable areas of reconstitution:

- Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Governance Cople Elementary has had the stability of the same principal for each of the past seven years.</p>	<p>Governance The division will employ a new principal for Cople Elementary for the 2016-2017 school year. The division is seeking an experienced principal with a proven track record of success in leading one or more schools with similar challenges to full accreditation.</p>	<p>Governance The new principal will cast a vision for success, and inspire and empower teachers and students to establish and achieve high expectations.</p> <p>The principal will implement and monitor a small number of seemingly simple, yet very powerful, practices outlined in this plan.</p> <p>The focused leadership of the new principal, combined with the support of division leadership, and the collaborative implementation of the practices outlined in this application for reconstitution will result in a five percent increase in the pass rate on the Reading Standards of Learning Assessments and a four percent increase on the Math Standards of Learning Assessments.</p>
<p>Governance Classroom observations are currently conducted primarily by the principal and assistant principal, with only occasional observations (with documented feedback) conducted by division leadership. Current observations focus primarily on what the teacher is doing.</p>	<p>Governance Division instructional leaders, to include the Superintendent, Deputy Superintendent, Director of Special Education, Intervention Specialist, Director of Technology, and Data Management Specialist will conduct classroom observations on a regularly scheduled basis, followed by the provision of growth-producing feedback. Observations will focus specifically on monitoring implementation of key strategies</p>	<p>Governance The principal and assistant principal will maintain responsibility for conducting walkthroughs and classroom observations for the purpose of providing teachers with growth producing feedback as part of the teacher evaluation system.</p> <p>Adding observations by division instructional leaders will ensure focused observations occur frequently in each classroom. A division team comprised of six</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	<p>presented during division-sponsored professional development. Each leader will conduct a minimum of five observations every two weeks.</p> <p>The same team of division instructional leaders will conduct classroom observations on a regularly scheduled basis during which the focus is specifically on what the students are doing. Division leaders will use the Effective Learning Environments Tool (ELEOT), a learner-centric observation tool that measures and quantifies active student engagement, recommended by Advanced. Data gathered will be shared with principals and teachers. Each leader will conduct a minimum of five ELEOT observations every two weeks.</p>	<p>members, each conducting ten observations every two weeks results in a cumulative total of 60 observations by division leaders every two weeks. Cople Elementary will have 32 teachers for the 2016-17 school year. Therefore, every teacher will be observed and receive feedback, on average, twice every two weeks.</p> <p>Division level monitoring of implementation of key strategies presented during division-sponsored professional development will help to ensure application of new strategies occurs in every classroom, and will help to determine future professional development needs.</p> <p>Division level observations focused on student engagement in each classroom will yield useful data that can be shared with classroom teachers to inform and enable them to adjust their instructional practice.</p> <p>Division instructional leaders will be highly visible among teachers and students, and will be much better informed regarding what is actually taking place in classrooms throughout the division. Division leaders will be better equipped to make informed decisions related to personnel, curriculum and instruction, and professional development.</p> <p>This practice, when combined with other practices in this plan,</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
		will result in a five percent increase in the pass rate on the Reading Standards of Learning Assessments and a four percent increase on the Math Standards of Learning Assessments.
<p>Governance Summative evaluation data for the 2015-16 school year indicate 26 (79%) of Cople Elementary’s 33 teachers received an overall evaluation rating of Exemplary, while the remaining 7 (21%) received an overall rating of Proficient. The preponderance of Exemplary ratings, coupled with the school’s current accreditation status, suggests a lack of fidelity in implementing Virginia’s Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Principals currently complete the teacher evaluation process without feedback from division leaders.</p>	<p>Governance The Superintendent and Deputy Superintendent will ensure the new principal, and the assistant principal, for Cople Elementary receive adequate training in the implementation of Virginia’s Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and can effectively implement these standards. Teacher Evaluation training materials located on the Virginia Department of Education website will be utilized.</p> <p>The Superintendent and Deputy Superintendent will monitor the principal’s implementation of the Teacher Evaluation process through the use of TalentEd Perform, an online platform which permits shared access to teacher evaluation documents by authorized personnel. At least quarterly, the Superintendent and Deputy Superintendent will provide growth-producing feedback to the principal regarding his implementation of the Teacher Evaluation process.</p>	<p>Governance Cople Elementary’s new principal and the assistant principal will have a clear understanding of the Virginia Teacher Performance Standards and Evaluation Criteria. School level administrators will consistently and effectively apply these standards with all teachers, and will provide all teachers with timely, growth producing feedback.</p> <p>100% of Cople Elementary teachers will receive a summative evaluation rating for 2016-17 that is based on the consistent implementation of these standards and the division’s teacher evaluation system.</p>
<p>Instructional Program Cople Elementary has been trying a variety of new programs in an effort to increase student achievement and attain full accreditation. In some ways, the</p>	<p>Instructional Program Dr. Dan Mulligan, a nationally renowned educational consultant, will work with the division throughout the 2016-17 school year. His work with the</p>	<p>Instructional Program Cople Elementary teachers, the principal, assistant principal, and division instructional leaders will share a common, emphatic, non-negotiable commitment to</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>instructional program has become disjointed and lacking in focus. While new programs are being explored and tested, some of the most fundamental components of instruction are being overlooked, i.e., clearly stated and communicated lesson objectives, well-constructed lesson plans, tight alignment of instruction to the content and rigor of state standards, and engagement of students in purposeful reading, writing, and speaking.</p>	<p>division, and with teachers and administrators at Cople Elementary, will focus on elevating the essentials of instruction: what we teach, how we teach, and authentic literacy.</p> <p>This professional development will target: 1) clear lesson objectives; 2) tight alignment of planned, taught and assessed curriculum with the content and rigor of the Virginia Department of Education Standards of Learning Curriculum Framework; 3) well developed lesson plans following a clear lesson line, e.g., Madeline Hunter; 4) an emphasis on vocabulary; 5) sound instruction utilizing research-based best practice; and 6) extensive, pervasive authentic literacy instruction.</p> <p>Dr. Mulligan’s training and consultation will be centered around Mike Schmoker’s book, <i>Focus: Elevating the Essentials to Radically Improve Student Learning</i>. Cople Elementary teachers and administrators will engage in a professional book study using this text.</p> <p>Dr. Mulligan will work with all Cople teachers and administrators during scheduled visits in October 2016, December 2016, and February 2017. He will work more extensively with a core group of teacher leaders from Cople Elementary in order to build their capacity to serve as an on-site professional resource and support to their colleagues.</p>	<p>elevating the essentials of instruction. There will be a laser-like focus on the elements that matter most if we are to realize true school improvement: 1) what we teach, 2) how we teach, and 3) authentic literacy.</p> <p>School and division leaders will promote teacher commitment to elevating these essentials, and will protect teachers from other initiatives which may serve to distract them from these essentials. This will result in improved core instruction and, subsequently, fewer students in need of tiered interventions.</p> <p>This practice, when combined with other practices in this plan, will result in a five percent increase in the pass rate on the Reading Standards of Learning Assessments and a four percent increase on the Math Standards of Learning Assessments.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Instructional Program All teachers are expected to write lesson objectives. Currently, objectives are written in a variety of ways and may not contain all three key components (behavior, conditions, criteria) or be communicated to students in terms they can understand. Aggregate observation data indicate objectives often are not communicated to students.</p>	<p>Instructional Program Each teacher will write clear lesson objectives that show what <u>behaviors</u> students will exhibit to show learning, the <u>conditions</u> under which students will exhibit those behaviors, and the <u>criteria</u> the teacher will use to determine whether students have met the objective.</p> <p>Teachers will clearly communicate lesson objectives to students in the form of an “I can....” or “I will...” statement at the start of each lesson. The lesson objective will be reiterated and reinforced throughout the lesson.</p> <p>Division instructional leaders, the school principal, and the assistant principal will use resources from AARPE (Aligning Academic Review with Performance Evaluation) training, training with Dr. Dan Mulligan, and other resources to ensure all teachers have a clear understanding and are proficient with developing clear lesson objectives and effectively communicating these objectives to students.</p>	<p>Instructional Program Clearly articulated lesson objectives will improve the instructional focus for teachers and students alike. Using clear objectives, coupled with quality formative assessment and feedback, will result in increased student achievement. Students will be more likely to take risks and to persevere longer when they know what the learning objective is and the criteria by which they will be evaluated.</p> <p>This practice, when combined with other practices in this plan, will result in a five percent increase in the pass rate on the Reading Standards of Learning Assessments and a four percent increase on the Math Standards of Learning Assessments.</p>
<p>Instructional Program All teachers are expected to write lesson plans. Currently, each individual Cople Elementary teacher utilizes his/her own lesson plan template and includes components of his/her own choosing. Lesson plans must be available for review upon request.</p>	<p>Instructional Program The division will have a consistent lesson plan template used by all teachers at Cople Elementary and throughout the division. This template will incorporate the components of an effective lesson, as identified by Madeline Hunter and others, and as referenced in the Virginia Department of Education Academic Review assessment</p>	<p>Instructional Program Every teacher will have the necessary support structure to develop lessons containing the essential components of effective lessons. Teachers and administrators will share a common vocabulary and consistent set of expectations, which will be an asset to collaborative lesson planning, and to lesson monitoring. 100%</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	<p>tool. Lesson plans will be submitted electronically to the principal for review on a weekly basis. Plans for the upcoming week of instruction will be submitted no later than Thursday of the current week.</p>	<p>of teachers will submit lessons weekly, and receive timely feedback from the principal or assistant principal. This practice, when combined with other practices in this plan, will result in a five percent increase in the pass rate on the Reading Standards of Learning Assessments and a four percent increase on the Math Standards of Learning Assessments.</p>
<p>Instructional Program Cople Elementary teachers do provide students opportunities to read, write, and speak. However, too often students are engaged in activities that are less than authentic, such as working on packets of skills worksheets and practicing test-taking strategies.</p>	<p>Instructional Program Cople Elementary teachers will provide extensive and pervasive opportunities for students to engage in purposeful reading, writing, and speaking every day in every class. Authentic literacy will be integral to every class and become the dominant means of practice.</p>	<p>Instructional Program Authentic literacy is the key that holds everything together. It is an essential component of what we teach and how we teach. When students have extensive opportunities to engage in purposeful reading, writing, and speaking, achievement in all areas will increase. Not only will students become better readers, writers, and speakers, their thinking skills will increase, as will mastery of course content. This practice, when combined with other practices in this plan, will result in a five percent increase in the pass rate on the Reading Standards of Learning Assessments and a four percent increase on the Math Standards of Learning Assessments.</p>
<p>Instructional Program - Reading Cople Elementary’s language arts program is based on a balanced literacy model implemented during a two-hour language arts block. The language arts block consists of whole group reading instruction, differentiated small group</p>	<p>Instructional Program - Reading The division will contract with the University of Virginia to conduct a literacy audit of the complete K-5 language arts program. This will include a facilitated review of the division’s elementary language arts curriculum, pacing guides,</p>	<p>Instructional Program - Reading Audit findings will be used to inform needed revisions to the elementary language arts curriculum, pacing guides, and assessments. Audit findings will inform decisions about the purchase of instructional resources. Audit findings will</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>reading instruction, word study, and writing instruction. Cople uses curriculum and pacing documents that have been developed by division reading specialists and reading teachers under the guidance of a contracted reading specialist/reading consultant over the course of approximately five years. The Virginia Department of Education’s Curriculum Framework serves as the foundation for the curriculum.</p>	<p>instructional resources, assessments, and lesson plans. The audit will also include reviewing Cople’s reading assessment data, and conducting classroom observations.</p> <p>The Deputy Superintendent will work with UVA reading faculty to complete this audit. The anticipated start of the audit is October/November 2016.</p> <p>Concurrent with the literacy audit, teachers at Cople Elementary will participate in UVA’s Struggling Readers Academy (see next practice below). Regardless of audit findings, it is essential that all reading teachers have a clear understanding of the basics of literacy instruction. The academies will lay the foundation for future professional development opportunities that result from audit findings.</p>	<p>also be used to inform next steps with regard to language arts professional development for Cople Elementary.</p> <p>Audit findings will be reviewed by division instructional leaders, principals, and school reading specialists. A two-year plan for improvement of the elementary language arts program will be developed based on audit findings. This plan will include both short-term and long-term objectives and action steps.</p> <p>Short-term objectives and action steps will be addressed immediately. When combined with other practices in this plan, this will result in a five percent increase in the pass rate on Reading Standards of Learning Assessments taken during 2016-17.</p>
<p>Instructional Program - Reading All language arts teachers are expected to provide a balanced literacy program comprised of whole group reading instruction, differentiated small group reading instruction, word study, and writing instruction. Currently, school reading specialists provide support and guidance to teachers to assist them in doing this effectively. There is currently a lack of fidelity with effectively implementing all components of a balanced literacy program.</p>	<p>Instructional Program - Reading The division will contract with the University of Virginia to offer two Struggling Readers Academies (tailored to either primary or upper elementary teachers) during the first semester of the 2016-17 school year. Academy topics will include: an overview of literacy development, characteristics of struggling readers at each developmental stage, using informal assessment to plan instruction, phonemic awareness and phonics, word study instruction, strategies to</p>	<p>Instructional Program - Reading Teachers of reading throughout the school will have a common professional vocabulary and understanding of the basics of literacy instruction. This will promote consistent implementation of the components of a balanced literacy program, as well as intervention for struggling readers. Increased teacher capacity will result in increased reading achievement for students.</p> <p>This practice, when combined</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	<p>build vocabulary and comprehension, connecting writing to the literacy curriculum, and designing intervention for struggling readers. All teachers of reading will be expected to attend one of the academies. Title IA funds have been allocated to fund the academies, and to pay stipends to teachers for participating outside regular contract hours.</p>	<p>with the other practices in this plan, will result in a five percent increase in the pass rate on the Reading Standards of Learning Assessment.</p>
<p>Instructional Program - Reading All reading teachers are expected to include word study as part of their language arts instruction in grades K-5. School reading specialists currently provide training to teachers in how to use word study.</p>	<p>Instructional Program - Reading The division will contract with the University of Virginia to offer a Word Study course at a site within the division during the 2016-17 school year. Title IA funds have been allocated to pay the tuition costs for fifteen participants.</p>	<p>Instructional Program – Reading Reading teachers will implement word study with greater understanding and fidelity. As a result, students’ ability to read, write, and understand the meanings of words will improve. All students will demonstrate measurable gains on the Developmental Spelling Analysis (DSA).</p> <p>This practice, when combined with the other practices in this plan, will result in a five percent increase in the pass rate on the Reading Standards of Learning Assessment.</p>
<p>Instructional Program – Math All math teachers currently strive to follow the Virginia Department of Education Standards of Learning Curriculum Framework for Math. Currently, there is a need to place greater emphasis on the mathematics process goals outlined in the standards, in addition to the content.</p>	<p>Instructional Program – Math The elementary math specialist will provide training to Cople Elementary math teachers on the mathematics process goals detailed in the Standards of Learning.</p> <p>Teachers will place increased emphasis on the process goals when planning and implementing math instruction.</p> <p>The principal will make use of the mathematical process goals student “look-fors” document</p>	<p>Instructional Program - Math Increased emphasis on the mathematics process goals will enable students to apply the content of the mathematics standards.</p> <p>This practice, when combined with the other practices in this plan, will result in a four percent increase in the pass rate on the Math Standards of Learning Assessment.</p>

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
	<p>provided on the Virginia Department of Education website when observing mathematics instruction and providing feedback to teachers.</p>	
<p>Instructional Program As an outcome of participating in AARPE (Aligning Academic Review with Performance Evaluation) training, Cople Elementary teachers have begun to increase use of formative assessment. Currently, Cople Elementary is at the limited implementation stage, with most teachers making some use of formative assessment.</p>	<p>Instructional Program Members of the Division Leadership Support Team (Deputy Superintendent, Director of Special Education, and Director of Technology) who participated in AARPE training will work with the new Cople Elementary principal and assistant principal to ensure all Cople Elementary teachers are effectively using formative assessment to guide and adjust their instruction, and to provide specific feedback to students. AARPE training resources, as well as other formative assessment resources, including those provided by the Virginia Department of Education, will be used to help Cople Elementary move from limited implementation to schoolwide, full implementation.</p>	<p>Instructional Program The use of formative assessment will be reflected in lesson plans and incorporated into classroom instruction in 100% of classrooms as a key component of every lesson. Teachers will effectively use formative assessment to provide specific feedback to students, and to monitor and adjust their instruction. John Hattie’s meta-analysis of research on instructional strategies reveals feedback may be the single most powerful strategy for enhancing student achievement.</p> <p>Full implementation of formative assessment schoolwide, combined with the other practices in this plan, will result in a five percent increase in the pass rate on the Reading Standards of Learning Assessment and a four percent increase on the math Standards of Learning assessment.</p>

Family Engagement

<p align="center">Activity Implementation Timeline and Description</p>	<p align="center">Anticipated Impact on Student Achievement in Warned Area(s)</p>
<p>Attendance Initiative Cople Elementary’s average daily attendance for the 2015-16 school year was 95%. While the average daily attendance is satisfactory, a closer look at individual student attendance reveals chronic absenteeism for a number of individual students.</p> <p>The division will launch an attendance initiative that actively engages students, parents, and the entire community in improving the school attendance of individual students by encouraging all students to “Strive for Less Than Five” absences for the upcoming year. Resources from AttendanceWorks.org will be used to support the initiative.</p> <p>August 2016: Introduce the “Strive for Less Than Five” initiative throughout the community in preparation for the September 6, 2016 first day of school, using various forms of media.</p> <ul style="list-style-type: none"> • Letters to all homes introducing the initiative, explaining the impact of absences and the importance of daily attendance, and encouraging each family’s commitment to the challenge of missing fewer than five days of school during 2016-17. • Letters/posters distributed to local churches, county agencies, and businesses introducing the initiative, soliciting support, and requesting that posters be prominently displayed. • Communicating initiative on division and school websites, via social media, in local newspapers, and on local radio stations. <p>September 2016: Actively engage families in the “Strive for Less Than Five” initiative.</p> <ul style="list-style-type: none"> • Attendance Awareness Month • Pledge sheets signed by students and parents. • Refrigerator magnets/yard signs bearing the “Strive for Less Than Five” symbol distributed to families. • Video clips made with students, parents, 	<p>Attendance Initiative The number of students missing five or more days of school during the 2016-17 school year will drop by a little more than half. During the 2015-2016 school year, 230 (57%) of Cople Elementary’s 403 students in grades PK-5 missed five or more days of school. It is anticipated this initiative will lower that number to 100 (25%).</p> <p>Improved attendance will result in greater and more consistent access to instruction which will, subsequently, result in increased student achievement.</p> <p>This practice, when combined with other practices in this plan, will result in a five percent increase in the pass rate on the Reading Standards of Learning Assessments and a four percent increase on the Math Standards of Learning Assessments.</p>

<p>faculty & staff, and community members encouraging all students to “Strive for Less Than Five” posted on websites and shared during morning announcements.</p> <ul style="list-style-type: none"> • Display board posted prominently in the school showing the percentage of students who have less than five days absence. <p>October 2016- June 2017: Continue family engagement in the initiative.</p> <ul style="list-style-type: none"> • Continue to add to the video clip collection, featuring additional people. • Literature/resources sent home/used monthly emphasizing the importance of good attendance. • Continued use of media outlets to promote initiative. • Maintain display board in the school. • Monthly incentives for students still on track to meet the goal. 	
<p>H.E.R.O.E.S. (Helping Everyone Reach Outstanding Educational Success) A new mentoring and tutoring program, H.E.R.O.E.S. will be established at Cople Elementary. Volunteers (parents, grandparents, retirees, and other community members) will be recruited to serve as one child’s HERO. Each HERO volunteer will be paired with a child at Cople Elementary who needs a mentor and tutor. Each HERO will work with his or her student once per week for thirty minutes. HEROES will tutor students in reading and/or math (using lessons/materials prepared by reading specialists and math teachers), encourage students, and let students know how much they believe in their ability to succeed.</p> <p>September 2016:</p> <ul style="list-style-type: none"> • Actively recruit volunteer HEROES • Identify students in need of a HERO • Prepare HEROES tutoring materials <p>October 2016:</p> <ul style="list-style-type: none"> • Conduct HEROES Orientation (introduce instructional materials, lesson plans, and activities used for tutoring) • Pair students and HEROES 	<p>H.E.R.O.E.S. (Helping Everyone Reach Outstanding Educational Success) An adequate number of volunteer HEROES will be recruited and trained to pair at least fifty students with a one-to-one mentor/tutor. Each of these students will receive thirty minutes of individualized tutoring in reading and/or math weekly, and each will receive consistent, positive encouragement from an adult who regularly communicates a belief in that student’s ability to succeed. Students will benefit academically, behaviorally, and emotionally from the positive connection with their HERO.</p> <p>This program also benefits the HEROES who reap the rewards of being one child’s HERO. Parent volunteer HEROES will receive training and develop increased skills to assist their own children at home.</p> <p>This practice, when combined with other practices in this plan, will result in a five percent increase in the pass rate on the Reading Standards of Learning Assessments and a four percent increase on the Math Standards of Learning Assessments.</p>

<ul style="list-style-type: none"> • Create tutoring/mentoring schedule • Conduct HEROES Kickoff (introduce students and HEROES and do “Get-to-Know-You” activities • Begin tutoring/mentoring <p>November 2016 – May 2017:</p> <ul style="list-style-type: none"> • HEROES meet weekly with individual students • Conduct second round of recruitment, orientation, and kick-off mid-year <p>May 2017:</p> <ul style="list-style-type: none"> • Banquet to recognize and celebrate volunteer HEROES 	
<p>Family Math Nights Cople Elementary will host two family math nights – one in the fall semester, and one in the spring semester -- to provide parents with strategies and resources to support math achievement at home. Students, parents, and other family members will engage together in hands-on math activities, challenges, and games. Participants will also create or receive resources (games, flashcards) to use at home.</p> <p>October – December: Fall Semester Math Night February – April: Spring Semester Math Night</p>	<p>Family Math Nights Students and parents will have an opportunity to enjoy math activities together. At least 50% of parents who participate in the math nights will report an increased understanding of the math curricular expectations for their child, and an increased ability to assist their child with math practice at home.</p> <p>This practice, when combined with other practices in this plan, will result in a four percent increase in the pass rate on the Math Standards of Learning Assessments.</p>
<p>Family Literacy Nights Cople Elementary will host two family literacy nights – one in the fall semester, and one in the spring semester -- to provide parents with strategies and resources to support language arts achievement at home. Students, parents, and other family members will engage together in language arts activities. Participants will also create or receive resources (books and other literacy resources) to use at home.</p> <p>October – December: Fall Semester Literacy Night February – April: Spring Semester Literacy Night</p>	<p>Family Literacy Nights Students and parents will have an opportunity to enjoy literacy activities together. At least 50% of parents who participate in the literacy nights will report an increased understanding of the reading & writing curricular expectations for their child, and an increased ability to assist their child with reading & writing practice at home.</p> <p>This practice, when combined with other practices in this plan, will result in a five percent increase in the pass rate on the Reading Standards of Learning Assessments.</p>
<p>Home Reading Program Cople Elementary will encourage all students and parents to read at home at least four nights per week for twenty minutes each night. Students and parents will be provided with suggested reading</p>	<p>Home Reading Program The Home Reading Program will lead to an increased amount of self-selected reading occurring in the homes of most students. It will also lead to increased opportunities to discuss and</p>

<p>lists featuring various levels/genres of books. Students and parents will also be provided with reading logs to record books read by (or read to) the student.</p> <p>August/early September 2016:</p> <ul style="list-style-type: none"> • Prepare reading lists/reading logs <p>September 2016:</p> <ul style="list-style-type: none"> • Introduce home reading program to students/parents. • Distribute reading lists/reading logs. • Share tips with parents for discussing books with their children. • Begin reading! <p>October 2016 – June 2017:</p> <ul style="list-style-type: none"> • Teachers review reading logs with students weekly. • Teachers provide opportunities for students to discuss and write about what they are reading. 	<p>write about texts. Wide, extensive reading will build students’ vocabulary, reading and writing skills, and knowledge base. Parental involvement in the program will reinforce to students the importance of reading.</p> <p>This practice, when combined with other practices in this plan, will result in a five percent increase in the pass rate on the Reading Standards of Learning Assessments.</p>
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Closing Rationale with Trajectory of Progress

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015-2016 assessments	2016-2017 assessments	2017-2018 assessments	2018-2019 assessments
English	70%	75%	77%	80%
Math	66%	70%	72%	75%

The 2016-2017 school year will be a year of focus on elevating the essentials to radically improve student learning. Cople Elementary teachers and school and division leaders will concentrate on implementing a few seemingly simple, yet very powerful practices to increase student achievement. Teachers will receive support needed to be successful by being protected from distractions, and being provided with high quality targeted professional development, increased observation by both school and division instructional leaders, and specific growth producing feedback. Cople Elementary and the division will benefit from the guidance and support provided by Dr. Dan Mulligan, and by the University of Virginia, as well as the Office of School Improvement contractor.

Cople Elementary has demonstrated an overall upward trajectory over the past four years. Scores increased from year to year in each content area from 2012-2015. For 2015-2016 (based on 2014-2015 assessment results), Cople Elementary exceeded the accreditation benchmarks for science and history, and missed the accreditation benchmark in English by only 3%, and in mathematics by only 2%.

Therefore, Cople Elementary's current accreditation rating is that of Partially Accredited - Improving School.

While a review of the Cople Elementary's preliminary Standards of Learning pass rates based on 2015-2016 assessment results reflects a modest decline in English and mathematics, this is not indicative of the overall trend in English and math performance. Additionally, Cople Elementary will once again exceed the accreditation benchmarks for science and history.

Cople Elementary is projected to attain full accreditation in 2017-2018, based on the 2016-2017 assessment results. While this requires a 5% gain in English and a 4% gain in mathematics, this is fully attainable, bearing in mind that Cople has been on an upward trajectory, falling just short of these benchmarks for the current school year, and only now experiencing a modest decline.

The focused leadership of the new principal, combined with the support of division leadership, and the collaborative implementation of the practices outlined in this application for reconstitution place full accreditation in 2017-2018 (based on 2016-2017 assessment results) squarely within Cople Elementary's grasp. Cople Elementary is then projected to continue on the upward trajectory for subsequent years, as new practices are further refined.

**Virginia Department of Education
State/Federal Accountability Data
Cople Elementary
Grades: PK - 05
Westmoreland County**

Attachment II1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 84%	Gr 3-5: 82%	*78%	67%	72%	70%
Mathematics	86%	*78%	57%	65%	68%	66%
History and Social Sciences	*Gr 3: 81% *Gr 4-8: 91%	Gr 3: 75% Gr 4-8: 85%	84%	81%	93%	82%
Science	Gr 3: 87% Gr 5-8: 83%	Gr 3: 84% Gr 5-8: 96%	*70%	70%	78%	81%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	86%	81%	*68%	65%	71%	67%
English: Writing	73%	85%	58%	67%	N/A	N/A
History and Social Sciences	*86%	82%	84%	81%	93%	80%
Mathematics	86%	*57%	52%	60%	65%	62%
Science	85%	90%	*70%	70%	78%	81%

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