Tab 1: Priority School Information

Division Name	Richmond Public Schools
Contact	Victoria Oakley
Address Line 1	
Address Line 2	
City, VA, zipcode	Richmond, VA.
Email Address	voakley@richmond.k12.va.us
Telephone Number	

For each Priority School in the division, indicate the following:

School 1 Name	Armstrong High School
Principal Name	Ms. April Hawkins
Address Line 1	2300 Cool
Address Line 2	
City, VA, zipcode	Richmond, Va. 23223
Email Address	ahawkins@richmond.k12.va.us
Telephone Number	804-780-4449
NCES ID #:	
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/

Indicate which model the school has chosen with an X.

1		USED School Turnaround
2		USED Transformation Model
3		USED Turnaround Principles - same as Transformation Model

Indicate the source(s) of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X (one, or both).

	1003(a)
	1003(g)

Indicate this school's cohort with an X.

	Cohort I		Cohort II		Cohort III

Indicate this school's tier with an X.

	Tier I		Tier II		Tier III

School 2 Name	Boushall Middle School
Principal Name	Mrs. Widad Abed
Address Line 1	3400 Hopkins Rd.
Address Line 2	
City, VA, zipcode	Richmond, Va. 23234
Email Address	
Telephone Number	804-780-3016
NCES ID #:	

Indicate which model the school has chosen with an X.

1		USED School Turnaround
2		USED Transformation Model
3		USED Turnaround Principles - same as Transformation Model

Indicate the source(s) of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X (one, or both).

	1003(a)
	1003(g)

Tab 1: Priority School Information

NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/

Indicate this school's cohort with an X.

	Cohort I		Cohort II		Cohort III

Indicate this school's tier with an X.

	Tier I		Tier II		Tier III

School 3 Name	Thompson Middle School
Principal Name	Mr. Rickie Hopkins
Address Line 1	7824 Forest Hill
Address Line 2	
City, VA, zipcode	Richmond, Va. 23225
Email Address	rhopkiins@richmond.k12.va.us
Telephone Number	804-780-4449
NCES ID #:	
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/

Indicate which model the school has chosen with an X.

1		USED School Turnaround
2		USED Transformation Model
3		USED Turnaround Principles - same as Transformation Model

Indicate the source(s) of funding for which the school is eligible, and that you h

		1003(a)
		1003(g)

Indicate this school's cohort with an X.

	Cohort I		Cohort II		Cohort III

Indicate this school's tier with an X.

	Tier I		Tier II		Tier III

School 4 Name	Elkhardt Middle School
Principal Name	Mr. Eric Jones
Address Line 1	6300 Hull Street
Address Line 2	
City, VA, zipcode	Richmond, Va. 23224
Email Address	ejones5@richmond.k12.va.us
Telephone Number	804-745-3600
NCES ID #:	
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/

Indicate which model the school has chosen with an X.

1		USED School Turnaround
2		USED Transformation Model
3		USED Turnaround Principles - same as Transformation Model

Indicate the source(s) of funding for which the school is eligible, and that you h

		1003(a)
		1003(g)

Indicate this school's cohort with an X.

	Cohort I		Cohort II		Cohort III

Indicate this school's tier with an X.

	Tier I		Tier II		Tier III

School 5 Name	Henderson Middle School
Principal Name	Mr. Jonathan Mitchum
Address Line 1	4319 Old Brook Rd.
Address Line 2	
City, VA, zipcode	Richmond, Va. 23227
Email Address	jmitchum@richmond.k12.va.us
Telephone Number	804-780-8288
NCES ID #:	
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/

Indicate which model the school has chosen with an X.		
1		USED School Turnaround
2		USED Transformation Model
3		USED Turnaround Principles - same as Transformation Model

Indicate the source(s) of funding for which the school is eligible, and that you h	
	1003(a)
	1003(g)

Indicate this school's cohort with an X.					
	Cohort I		Cohort II		Cohort III

Indicate this school's tier with an X.					
	Tier I		Tier II		Tier III

School 6 Name	John Marshall High School
Principal Name	Ms. Beverly Britt
Address Line 1	4225 Old Brook Rd.
Address Line 2	
City, VA, zipcode	Richmond, Va. 23227
Email Address	bbritt@richmond.k12.va.us
Telephone Number	804-780-6052
NCES ID #:	
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/

Indicate which model the school has chosen with an X.		
1		USED School Turnaround
2		USED Transformation Model
3		USED Turnaround Principles - same as Transformation Model

Indicate the source(s) of funding for which the school is eligible, and that you h	
	1003(a)
	1003(g)

Indicate this school's cohort with an X.					
	Cohort I		Cohort II		Cohort III

Indicate this school's tier with an X.					
	Tier I		Tier II		Tier III

School 7 Name	Martin Luther King, Jr. Middle School
Principal Name	Dr. Valerie Harris

Indicate which model the school has chosen with an X.		
1		USED School Turnaround

Tab 1: Priority School Information

Address Line 1	1000 Mosby Street
Address Line 2	
City, VA, zipcode	Richmond, Va. 23223
Email Address	vharris@richmond.k12.va.us
Telephone Number	804-780-8011
NCES ID #:	
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/

2		USED Transformation Model
3		USED Turnaround Principles - same as Transformation Model

Indicate the source(s) of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X (one, or both).

	1003(a)
	1003(g)

Indicate this school's cohort with an X.

	Cohort I		Cohort II		Cohort III

Indicate this school's tier with an X.

	Tier I		Tier II		Tier III

School 8 Name	Richmond Alternative School
Principal Name	
Address Line 1	
Address Line 2	
City, VA, zipcode	
Email Address	
Telephone Number	
NCES ID #:	
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/

Indicate which model the school has chosen with an X.

1		USED School Turnaround
2		USED Transformation Model
3		USED Turnaround Principles - same as Transformation Model

Indicate the source(s) of funding for which the school is eligible, and that you h

	1003(a)
	1003(g)

Indicate this school's cohort with an X.

	Cohort I		Cohort II		Cohort III

Indicate this school's tier with an X.

	Tier I		Tier II		Tier III

Tab 2: School 1 Reflections and Planning
and Required Elements

School 1 Name:	Armstrong High School
Reflections and Planning **Use this tab to reflect on the past year's improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.**	
Question	**Response**
Future Goals: 1. Please list 5 goals for the upcoming school year:	1. By June 2014, the average daily student attendance will increase by 5%. This will be accomplished by establishing regular parental contact, creating student incentives, and implementing an intentional focus on tracking student absenteeism. The results will be evident upon reviewing the end of year attendance record. (indicator I10, J3, K5) 2. By June 2014, the graduation rate will increase by 10% through improved tracking of student withdrawals, a focused attention to SOL and course needs of students in the 2009-2010 cohort, and providing intensive remediation services using SOL and benchmark assessment data to identify areas of student need as evidenced by state reports. (I10, J3,TA02, TA03,J7, K5) 3. By June 2014, the pass rate on all end-of-course tests will increase by 10%, with the exception of math. Math
School Climate: 1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? b. What were the most successful strategies used to change the school climate? c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.	1A. General Climate: Armstrong's school climate is evolving towards one that is more positive and academically focused. Faculty and staff have placed school improvement in the forefront by using innumerable types of data, scrutinizing curriculum standards, and employing instructional best practices. Since the new principal's arrival, discipline and attendance has improved. The school is viewed as being more orderly and quiet, and the emphasis is on student achievement. Bell to bell instruction is emphasized and school spirit has increased. Student and staff recognition is a part of the culture and the overall morale has improved. Teachers make themselves available to assist students and thusly, student teacher relationships have improved. Community leaders and parents have also commented to the administration their appreciation of student learning being the focus of all decisions that are made. There has been an increase in stakeholder involvement, community partners are more involved and there continues to be a consistent message of academic and behavioral expectations for the students. In general, the building is lukewarm. The administrative team is very strong with the addition of 2 assistant principals. This change has provided enhanced visibility. The Science and Social Studies, PLC , CTE, Fine Arts, department seem to be on greater accord. Science and Social studies due to changes in department leaderships; PLC due to a new service coordinator; CTE and Fine Arts, mostly because of consistency and low turnover. Math and English has been impacted with the departure of seasoned and knowledgeable department chairs during

2. Are there any anticipated barriers to further improving the school climate?	Yes, the primary barriers to further improving the school environment are the neighborhood and community issues that overflow into the school building. These community issues are frequent and often times, very difficult to manage. (D3)
PROCESS STEPS / ATMOSPHERE OF CHANGE 1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?	The Leadership Team consisting of the principal, assist principals, content and grade level representatives, guidance, district representative/content specialist, Special Education and Title I representative, Literacy and Math coaches meet at least twice a month to discuss, review and analyze data to determine instructional focus and approaches.1A. Frequently planned Leadership Team meetings allow for members to bring issues and ideas to the table for collaborative discussion. The meetings are scheduled 1-2 days after Department Meetings so that ideas/questions/comments/concerns from each department can be brought forward and collaboratively discussed. These meetings occur 1-2 days before Faculty Meetings so that ideas can be fine-tuned and presented to the staff. For those great ideas that receive immediate consensus, this allows a possible turnaround time of 4 days from idea conception to implementation. (Indicator: D1, D2, D3, D4) 1b.Team members are allowed and encouraged to discuss and work through the logistics of ideas with their department administrators before meetings. This allows for open and honest communication which can then be used
2. How are responsibilities divided amongst the team members?	Expectations were established at the beginning of the year. Responsibilities were assigned by department, subject area, or job performed. The divisions were very clear and responsibilities were stated on the agenda, allowing time for reporting and discussion. All aspects of the school were included: academic areas, special education, discipline, attendance, community issues and concerns, professional development, school culture, etc.
3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?	New strategies and practices were carefully monitored and tracked with the use of data. At each meeting, the strategy or practice was put on the agenda for an update. Although many strategies led to improvement, not all were successful. The less successful ideas were discussed and tweaked or discarded. The team brainstormed replacement ideas. Each department's strategies are collaboratively monitored and refined by the Department Chair and the Department Administrator. If a strategy is not working, modifications are made. If these strategies have a school-wide impact,

Tab 2: School 1 Reflections and Planning
and Required Elements

INSTRUCTION 1. How are students identified as needing additional support in reading and mathematics? (TA01)	Students are identified as needing additional support in core content areas from: • Results from Gates McGinitie Reading Test • Results from Algebra Readiness Achievement Tests • Results from Achieve 3000 • Results from SOL Assessments • Report Card Grades • Teacher Recommendations • Parent Recommendations • Benchmark scores • Bi-weekly scores • Teacher referral based on classroom performance • Formative and summative assessments Triangulation of data is used to include the data indicated above. The data is reviewed by the instructional leadership
2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?	2A. Teachers differentiate learning for students through: • Small Group Instruction • Title I Instruction • Extended Learning Time • Homework • Documented in lesson plans • Modified instructional strategies and activities
3. How did student achievement goal setting (Standard 7 of *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers*) impact classroom instruction?	Teachers were trained in the new teacher evaluation. A team of teachers and leadership wrote the teacher evaluation handbook. All principals were trained on how to work with their teachers in developing goal setting standards. The standards were reviewed with the teacher and school base administrator and were refined as needed. Teachers were more focused on student data, student achievement, and the progress of all students in their classrooms. Teacher progress toward meeting their goal will be monitored quarterly and incentives will be provided to those who achieve mastery of their goals. (Indicator H1, H2,H3, H7)

Tab 2: School 1 Reflections and Planning
and Required Elements

EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan?	The community partners support the school by developing programs that are designed to strategically meet the needs of the students, staff and administration. The supporting programs are developed and maintained by focusing on the most pressing barriers taken directly from the school's needs assessment. We have several programs and one in particular that received recognition from the School Board is the "Men of Distinction". This program focuses on mentoring several young men in our school by various community leaders throughout the city. With education being the major focus for the students, the community partners find it difficult implementing programs in their entirety. With family obligation, tutoring, and other school based programs, it is also a challenging
2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.	The Virginia Foundation for Educational Leadership is expected to be the external partner. Literacy coaches will also be employed in the areas of math and reading. Day Treatment Services Day Treatment services include increasing school attendance, decreasing suspensions and expulsions, encouraging participation and improving academic performance by decreasing negative behaviors. Currently Armstrong has three Day Treatment service providers, Wilkerson's Consultants, Family Preservations and The New YCAPP. Student Assistance Team (SAT) The SAT team is comprised of members of the community and school staff. Armstrong's SAT includes the CIS Site Coordinator, school social worker, and representatives from In-home & Day Treatment providers. The team meets
3. In what ways are parents involved in the school's improvement efforts and their children's education?	Parents are increasing their communication with the school and are taking an interest the progress being made by the students, teacher and administration. The parents of the students participating in a community based program offers input by completing an annual needs assessment developed by Communities In Schools. At the end of the school year the data will be collected and used in the next year's program development. The parents continue to increase their contact with the school and community-based programs. With the
STAFFING & RELATIONSHIPS 1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?	All teachers within our division are assigned to classes within their area of licensure or otherwise demonstrated area of expertise. Principals, in conjunction with a member from the HR department and the internal and external partners, carefully examine the backgrounds, evaluation findings, and track records of each member of the staff and thoughtfully and collaboratively construct the school schedule to match teachers with the classes or course sections in which they (and their students) are most likely to be successful. Adjustments and corrections may need to be made mid-year, but these are usually minimized since initial teacher assignments are conducted strategically. (Indicators :H1,C-8)
2. What is your process for implementing the division's teacher evaluation system?	Accountability for student learning and research confirming the strong impact teachers can have on student achievement has been on the forefront of our schools that are in improvement. Two years ago, we moved toward a decidedly performance-based focus on teacher quality. As a result, teachers are rated on seven Quality Standards (Teacher Evaluation System) that measure professional practice and student learning throughout the year. Six of the Standards measure professional practices such as: content knowledge, lesson plans, instructional delivery, classroom environment, and professionalism. The seventh Quality Standard, student growth, is based on multiple measures of

3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates. b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.	Successful teachers are identified by their work as denoted by classroom visits, the seven teacher performance standards, student assessment data and conferences with the teachers. Faculty and staff luncheons, faculty and staff outings, public acknowledgements/accolades expressed verbally in meetings, on the website, via media sources and framed certificates each semester displayed at the school for public viewing comprise the reward system. The implementation of various incentive programs based on student and teacher progress are also used. Teachers in need of support are identified based upon classroom data, the seven teacher performance standards, student assessment data and teacher conferences. Formative assessments and strategy implementations are also used to evaluate the success or lack of success of a teacher. Noting what kind of strategies as well as how and when a teacher implements strategies is helpful in identifying teacher weaknesses and targeting the type of Professional Development that is needed to assist him/her. (Indicator: H14, H10, H12, H15) 3B. The approach to planning teacher professional development /goals for the 2013-2014 school year will be driven by the individual needs of teachers, efforts to change teacher behaviors, and to improve the quality of instruction to increase student performance. Data gathered from teacher evaluations and classroom observations will be analyzed to pinpoint the individual needs of teachers. This tailored approach of developing professional development goals will include an opportunity for
4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?	Persons in administrative positions are evaluated annually. Specifically, principals at the Priority schools are evaluated by the Executive Director of Secondary Education using an evaluation document. The design of the evaluation document is narrative and comprehensive in design and is also judgment-based, meaning, it requires professional judgment on the part of the evaluator. The evaluator, trained with professional knowledge (formal study) and skills (practical experience), is responsible for assessing the performance of the principal against outcomes specified by the state, school division, and site.
5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?	School improvement requires buy-in by all parties supported by an understanding that everyone on the team is valued and expected to contribute to the school improvement efforts of the school. While relationships take time to develop, especially in the area of trust, the relationship between the Lead Turnaround Partner (LTP) and the principal has become more transparent and collaborative, as each works towards the common goal of school improvement. The LTP meets weekly with the principal and the administrative team to review data, discuss classroom observations, review lesson plans, complete reports, and to monitor the school's improvement efforts. These meetings include recommendations for next steps and recommendations for school improvement. Also, the weekly discussions include the identification of strengths as well as areas for refinement. The goal is to ensure that all members of the

DECISION-MAKING PROCESS & AUTONOMY 1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?	The decision-making process with regards to school improvement is a collaborative effort between the administrative team and the school's leadership team. The principal, as the instructional leader, facilitates the decision-making process with support from the Internal and External Leader Partners. The decision-making process includes reviewing, monitoring, and evaluating student data as well as developing strategies to address areas for refinement. The school improvement plan and the cycle of continuous improvement are monitored and progress determined through monthly meetings. One particular area of focus is on student remediation. The administrative and leadership teams coordinate and monitor student interventions in order to determine those areas of instruction where modifications are needed. Through a collaborative approach to decision-making, school staff and administration take full ownership of the school improvement process, including outcomes and next steps. (Indicators: D1, F1, F2, G5)
2. What policy or practice barriers still exist to truly support the school in succeeding? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices).	Teacher turnaround and certain Human Resource policies and the division discipline policy. There is a need for additional technology to allow for more accommodation for addressing the Tier Intervention Programs. These are some of the barriers that exists. The new interim Superintendent is revamping the discipline policy. The Chief Academic Officer and the Title I Director are working together to order needed technology. An Human Resource committee has been formed at the district level to research and develop incentives for teachers to remain with the system as well as placing teachers in "at risk" schools. (Indicator: D7, E7)
PHASE OUT PLANNING (specific to Cohort I and II) 1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?	1A. Support staff from the district level, in consultation with the Internal and External Lead Partners and the school's leadership team will meet to determine the services that should be maintained and/or eliminated. Data will be utilized to help make those decisions. We also should continue to receive access to content related academic resources. (Indicator: H13) 1B. To prepare for the phase out of funds, supports and services, the Leadership Team, led by the school principal will be required to review the effectiveness of support services rendered. The review of teacher capacity, support staff performance, and master scheduling will afford administration the ability to access the most effective means of assigning staff in roles that ill impact student learning. Instructional resources and materials will be evaluated to determine the need for continued implementation and a cost effective approach of usage. Transition/ Exit conferences with community/school based partnerships will be held to discuss the level of services that will continue. B2 The school's leadership team, with the support of central administration, will meet regularly to review the supports, services and current funding streams. A plan of action will be developed in an effort to ensure that certain services are maintained for sustainability and that funding is available for those services. The principal's leadership team, central administration, and the Internal and External Partners should be involved in

2. What supports from the state would be the most helpful as these federal funds end?	Schools in improvement will benefit from state support that offers educational readings, professional development webinars, extended learning experiences, and professional growth conferences for teachers to ultimately increase student learning. Next year, educational forums facilitated by the state that focus on the features of outstanding schools would be beneficial in discussing best school practices. The continuation of state support that offers opportunities for teacher development will serve as an on-going valued intervention. Additional funding for literacy and math coaches would also be most helpful.

Required Elements

Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.

School 1 Name:	
Required element	**Response** 0
1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools	**See school's State Report Card. (You do not have to copy and paste responses for this element.)**
2. Student achievement data for the past two years (2010-2011 and 2011-2012) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)	**See school's State Report Card. (You do not have to copy and paste responses for this element.)**

c. Total number of minutes in the 2012-2013 school year that all students were required to attend and any additional increased learning time planned for 2013-2014 ***This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.**	**All students were required to attend school for 180 days this past school year. 64800 minutes are required; – 16,000 minutes additional increased learning time is for planned for 2013-2014 (Indicator: J1, J3, J4, J6)**
d. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged	**See School Demographics tab in Indistar.**

5. Analysis of student achievement data with identified areas that need improvement based on 2010-2011, 2011-2012 and preliminary data for 2012-13 Example: Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70). (*Identified areas needing improvement should align with goal setting and action steps in the application PowerPoint presentation.) Nonexample: Disadvantaged (reading) 50% Students w/Disabilities (math) 42%	**Response: As denoted by Armstrong's Accreditation Status – Accredited with warning, the following academic areas need improvement** **Mathematics:** **Annual scores yield a decrease in mathematic scores. Armstrong's current scores are 45% below the State Benchmark. Overall scores dropped from 39% in the reporting year of 2010-2011 and went up by 1% in the reporting year of 2012-2013. Specifically Algebra dropped 62% from the 2010-2011 to 2011-2012 reporting year and there was an increase between the reporting year of 2011-2012 to 2012-2013.** **Geometry dropped 19% in the reporting year of 2010-2011 to 2011-20112 with an additional decrease of 17% in the reporting year of 2011-2012 to 2012-2013.** **Algebra II increased 2% in the reporting year of 2010-2011 to 2011-2012 and there was a 9% decrease in the reporting year between 2011-2012 to 2012-2013.** **The following testing Categories will be our primary focus as less than 50% of our students did not achieve a scaled score of at least 30. We will plan professional development activities to increase teacher pedagogy and student achievement** **Algebra I Category 2, 3 Equations and Inequalities** **Geometry Category 1, 2, 3 Reasoning Lines, and Transformations, Triangles, Polygons, Circles, and Three Dimensional Figures** **Algebra II Category 2 Equations and Inequalities** **History:** **Annual scores yield a decrease in history scores. Armstrong's current scores are 12% below the State Benchmark. Overall scores increased by 1% in the reporting year of 2010-2011 to 2011-2012, with a decrease of 5% in the**
6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess	**1. Date building was built: 1967** **2. Number of classrooms: 75 (including the Infant Care Lab and the AP lab)** **3. Description of library media: The media center has a collection of over 13,000 books including fiction, nonfiction, periodicals and reference materials. The media center also has 21 computers for student use and a reference room that is sometimes used for class projects.** **4. Description of cafeteria: We have two cafeterias that seat approximately 250 students each. The kitchen is located between the two cafeterias. Student serving lines are located on both sides of the kitchen to service each cafeteria.** **5. Description of physical education area: The physical education area consists of the main gymnasium, an auxiliary gym with a weight room, boys and girls locker rooms, and storage closets for physical education instructional materials and sports equipment.**

7. Information about the types of technology that are available to students and instructional staff	**One hundred percent of all teachers have a desktop computer and a Promethean board with an LCD projector in their classes. The following are available for students and staff to use:** **Sets of ActiVote personal response systems** **Multiple laptop carts** **Five computer labs of 40+ desktop computers** **Document cameras** **TI-84+ calculators** **Software: Microsoft Office Suite, iStation, Read180** **Full wireless access** **The computer/student ratio is approximately 1:2**

8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade or subject for the 2012-2013 school year. This should be an unduplicated count.

Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers	34 General Ed, 13 SPED	51% General Ed, 19% SPED
Teachers (not highly qualified)	19	28%
Teachers with less than 3 years in grade/subject	16	24%
Number of teachers with a provisional license	3	4%

9. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below) Sample: Yrs #Instructional Staff 0 1 1 6 2 4...	Years Instructional Staff 0 6 1 3 2 7 3 7 4 4 5 5 6 2 7 2 8 2 9 6 10 3 11 1 12 0 13 4 14 1 15 2 16 1 17 0 18 3 19 1 20 1 21 0 22 0 23 1 29 1 35 2

Tab 2: School 1 Reflections and Planning
and Required Elements

Required Elements **Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.**	
Required element	**Response**
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	The district's literacy and math teams are charged with the responsibility of monitoring and training the literacy and math instruction. Training will be done for all English/Language Art and math teachers, the principal and the assistant principals. Literacy and math team members will monitor the effectiveness of the start-up then monitor on a monthly basis. Literacy and math teams will review teachers on a monthly basis and more if needed. Additional training will be held throughout the year to ensure effective strategies. Each school's literacy and math team will develop an incentive program to encourage students' participation; there will be a district-wide literacy and math review to determine strengths and weaknesses to the fidelity of the plan. Course corrections will be implemented as needed
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	The Virginia Foundation for Educational Leadership was selected as the Lead Turnaround Partner. Edison and Cambridge were selected as external providers. They were selected because of their success across the State as approved external providers. The district designated the Internal Lead Partner based on experience and ability as well as recommendations from the Virginia Department of Virginia. (Indicattor E1, E3, E5, E6)
3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.	The division's annual goal for student achievement on the state's assessments in reading and mathematics is to meet and/or exceed the states' benchmark of 75% rate for reading and 70% pass rate for mathematics. Also to ensure that tiered instructional support is provided, the district and the schools administer on-going common formative assessments. Assessment data identify students in need of tier 2 and 3 interventions. Division Charting the Course members conduct monthly school visits to monitor rigor, differentiated instruction, curriculum alignment, and full implementation of the transformational strategies/programs. (Indicator: B3)
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	The district is in the process of hiring a School Improvement Manager to work with the Division Leadership Team to meet the needs of all priority schools. English and Math coaches have been hired of all cohorts for Tier I schools. (Indicator: A2, B4)

Required Elements **Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.**	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	The school board will be presented with information and data regarding the efficacy of the reform model chosen. In addition, incremental updates will be reported to the school board on the progress of the model using benchmark test data, discipline data and attendance. At nine week reviews, each school administrator shares their instructional decisions and plans with their division contact who in turn provides that information to the School Board. (Indicator:D1, D2, D3, D4)
2. Steps taken to secure the support of the parents for the reform model selected	School will use the following venues to inform and secure parental support for the reform model: • Open houses/Coffee with the Principal • Freshman/New student orientation • Back to school night
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	Based on the schools' needs, school level and division level staff, LTP, and the state liaison will collaborate to determine if using funds to hire staff is necessary. Professional development and coaching of existing staff may be the necessary step to improve student performance or meet an objective. Therefore, instead of hiring staff, funds will primarily be used for providing consultants to help build capacity with existing staff. If hiring of staff is needed with funds, then it will be for a position that can be sustained with other funding sources after the grant ends or for a temporary position in which the employee understands that the position will end once grant funding ends. (Indicator:
4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	It is important that data is continuously submitted to support continuous growth and requests for financial and/or technical support should be requested as needed to maintain sustainability.

Tab 3: School 2 Reflections and Planning
and Required Elements

School 2 Name:	Boushall Middle School
Reflections and Planning	
Use this tab to reflect on the past year's improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.	
Question	**Response**
Future Goals: 1. Please list 5 goals for the upcoming school year:	1. By June 2014, writing scores will increase by 10% in grade 8 by ensuring that each student has a writing folder that contains evidence of the writing process from start to finish. This includes drafting, editing, revision in various forms, and, when possible and appropriate, publication. This working folder will also contain evidence of the innovative use of technology. Each student will be required to have a minimum of six On-Demand writings per year to include unpacking prompts, teacher feedback, scoring, and one open Response prompt from each content area class. (Indicator: J2, D5, E8, G3, J8, K5, K6, & K4) 2. By June 2014, SOL math scores will increase by 10% in all grades. This will be evidenced by providing additional and more individualized professional development from the districts' instructional specialist to improve teaching and learning in order to meet the State performance standards. Teachers will be expected to use effective instructional
School Climate: 1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? b. What were the most successful strategies used to change the school climate? c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.	1A. (Indicator D5)Boushall Middle School's environment has become very positive and conducive to learning. This can easily be sensed upon entering the building. Comments from visitors reveal that the climate is warm and inviting. Walking the building, one can see that there are ample resources that support learning such as safety, interpersonal support, and meaningful opportunities for students to participate. Basic, humanistic ideals guide the work of the staff. These ideals include equality, academic excellence, community action, nonviolence, respect for self and others, and leadership based on general democratic principles. Boushall Middle School has distilled these ideals into three school wide expectations for the behavior of the students, or the 3 Bs: Be respectful, Be responsible, and Be ready to learn. Likewise, these same ideals are embedded in similar expectations for staff, or the three Cs: Caring, Committed, and Creative. Since the arrival of the new principal, students are more respectful and quiet, the halls are more orderly, student/teacher relationships have been further developed, school spirit has increased, and successes are celebrated frequently. Initial strategies for change began quickly and were visible to all visitors, students and staff. For example, to increase the "friendliness" of the school, the overall decorum was changed as well as how students enter and exit the building

2. Are there any anticipated barriers to further improving the school climate?	There are 4 primary anticipated barriers to further improving the school climate. They are: • Negativity of certain school staff members • Reductions in staff • District budgetary concerns • Minimal parental participation (D3)
PROCESS STEPS / ATMOSPHERE OF CHANGE 1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?	The Leadership Team consisting of the principal, assist principals, content and grade level representatives, guidance, district representative/content specialist, Special Education and Title I representative, Literacy and Math coaches meet twice a month to discuss, review and analyze data to determine instructional focus and approaches. (Indicator: D1, D2, D4) 1b. Leadership Team members are responsible for receiving and disseminating information and decisions to their colleagues through their instructional and grade level team meetings. Decisions are also shared at faculty and instructional meetings, weekly updates, PTA and Partnership meetings, and newsletters. At nine week reviews, each school administrator shares their instructional decisions and plans with their division contact who in turn provides that information to the School Board. (Indicator: D1, D2,D4)
2. How are responsibilities divided amongst the team members?	Deliverables are determined based on leadership skill, content area expertise as well as assigned Indicator tasks from Indistar. Responsiblilities are also assigned by school administrators based on the interest and expertise of the team members.(Indicator: D1, G5, K1))
3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?	Practices or strategies are monitored as follows: (Indicators: J8, E5, E6, I7, H20, H21) • During weekly departmental and data review meetings • During daily observations and walkthroughs • During crucial conversations that are held to determine why strategies are not working and why certain adjustments may be needed (Ex. Changing teacher assignments, providing additional instructional support). • During the Charting the Course /Division wide visit. During this visit, central office support team members monitor

Tab 3: School 2 Reflections and Planning
and Required Elements

INSTRUCTION 1. How are students identified as needing additional support in reading and mathematics? (TA01)	Students are identified as needing additional support in core content areas by using the following measures: • Benchmark scores • Bi-weekly scores • Teacher referral based on classroom performance • Formative and summative assessments • ARDT • Gates McGinitie • Achieve 3000 Level setting • I Can Learn • ST Math • Report cards • SOL scores • Progress monitoring
2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?	Teachers differentiate learning for students by: • Tiering instruction • Developing various work stations • Modifying instructional strategies and activities • Developing small group instruction with tutors Additionally, teachers, through formative assessment, determine students' needs, plan instruction to meet those needs and provide the small group instruction and collaborative leaning that adddresses those needs. B. Formative
3. How did student achievement goal setting (Standard 7 of *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers*) impact classroom instruction?	Teachers were trained in the new teacher evaluation. A team of teachers and leadership wrote the teacher evaluation handbook. All principals were trained on how to work with their teachers in developing goal setting standards. The standards were reviewed with the teacher and school base administrator and were refined as needed. Teachers were more focused on student data, student achievement, and the progress of all students in their classrooms.(Indicator H1, H2,H3, H7)

Tab 3: School 2 Reflections and Planning
and Required Elements

EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan?	The community supports the improvement effort in the following ways: • Capital One formulates a calendar of events based on school needs from September through June. • Wells Fargo provides financial literacy programs for our students. • CarMax provides monthly engaging team building activities for the students The community-based organizations involved in the improvement effort are as follows: • The Middle School Renaissance program has afforded us the opportunity to develop partnerships with the following: 100 Black Men of Greater Richmond • CarMax • Teen Cuisine • FeedMore – Central VA Foodbank • Girls
2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.	We believe that all of the partners listed will return to the school next year except YES Behavioral Services. The Virginia Foundation for Educational Leadership is expected to be the external partner. Literacy coaches in math and reading will be assigned to the school. The services each partner will provide was described in the preceding question. (Indicator: E1, E5, E4, J3, J4, J5, A4,C7, E2,E3)
3. In what ways are parents involved in the school's improvement efforts and their children's education?	Parent involvement is a concern. Parents are encouraged to support the school and their child's education in many ways, including, but not limited: • Monthly pastries with the principal provide parents an opportunity to seek information or ask questions about the school • Participation at various school events
STAFFING & RELATIONSHIPS 1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?	All teachers are assigned to classes within their area of licensure or otherwise demonstrated area of expertise. Principals, in conjunction with a member from the HR department and the internal and external partners, carefully examine the backgrounds, evaluation findings, and track records of each member of the staff and construct the school schedule to match teachers with the classes or course sections in which they (and their students) are most likely to be successful. Adjustments and corrections may need to be made mid-year, but these are usually minimized since initial teacher assignments are conducted strategically. (Indicators: J3, D1, D3)
2. What is your process for implementing the division's teacher evaluation system?	Accountability for student learning and research confirming the strong impact teachers can have on student achievement has been on the forefront of our schools that are in improvement. Two years ago, we moved toward a decidedly performance-based focus on teacher quality. As a result, teachers are rated on seven Quality Standards (Teacher Evaluation System) that measure professional practice and student learning throughout the year. Six of the Standards measure professional practices such as: content knowledge, lesson plans, instructional delivery, classroom environment, and professionalism. The seventh Quality Standard, student growth, is based on multiple measures of

3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates. b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.	Successful teachers are identified by their work as denoted by classroom visits, the seven teacher performance standards, student assessment data and conferences with the teachers. Faculty and staff luncheons, faculty and staff outings, public acknowledgements/accolades expressed verbally in meetings, on the website, via media sources and framed certificates each semester displayed at the school for public viewing comprise the reward system. The implementation of various incentive programs based on student and teacher progress are also used. b. Teachers in need of support are identified based upon classroom data, the seven teacher performance standards, student assessment data and teacher conferences. Formative assessments and strategy implementations are also used to evaluate the success or lack of success of a teacher. Noting what kind of strategies as well as how and when a teacher implements strategies is helpful in identifying teacher weaknesses and targeting the type of Professionl Developement that is needed to assist him/her. (Indicator: H17, H21, I3)
4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?	Persons in administrative positions are evaluated annually. Specifically, principals are evaluated by the Executive Director of Secondary Education using an evaluation document. The design of the evaluation document is narrative and comprehensive in design and is also judgment-based, meaning, it requires professional judgment on the part of the evaluator. The evaluator, trained with professional knowledge (formal study) and skills (practical experience), is responsible for assessing the performance of the principal against outcomes specified by the state, school division, and site.
5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?	The relationship between the Lead Turnaround Partners and the principal has been interconnected and cooperative. The LTP is generally at the school one day a week to observe classes and offer assistance as needed. Her primary focus is to facilitate the work of the full time, on-site partner and the work of the reading and math specialists who are assigned to the school 3-4 times per month. The LTP works collaboratively with the principal in providing professional development to the teachers as needed. The relationship has been one that could be classified as unified, cohesive, supportive, and collaborative! One prominent factor has been the open and transparent relationship between the internal lead partner, the principal, the school leadership team, and the school district. Changing a poor-performing school into an improved school requires a team effort, where all stakeholders are

DECISION-MAKING PROCESS & AUTONOMY 1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?	There is a collaborative process for matters relating to the school improvement effort which includes stakeholders from the district and school level as well as the internal and external partners. The administrator has established a School Leadership Team that participates in all decisions related to school improvement efforts, the school vision, and the Indistar Plan. The team is comprised of the principal, assist principals, content and grade level representatives, guidance, district representative/content specialist, Special Education and Title I representative, Literacy and Math coaches. The work of the School Leadership Team is driven by the indicator and tasks outlined in the Indistar plan and twice a month, the team meets to discuss progress towards completing the task in the plan. The relationship of the Lead Turnaround Partner and the division liaison (Internal Lead Partner) has been transparent and collaborative. School Improvement requires buy-in by all parties supported by an understanding that all team members are valued and expected to make a contribution in the change process. The LTP and ILP have established
2. What policy or practice barriers still exist to truly support the school in succeeding? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices).	Teacher turnaround and certain Human Resource policies and the division discipline policy. There is a need for additional technology to allow for more accommodation for addressing the Tier Intervention Programs. These are some of the barriers that exists. The new interim Superintendent is revamping the discipline policy. The Chief Academic Officer and the Title I Director are working together to order needed technology. An Human Resource committee has bveen formed at the district level to research and develop incentives for teachers to remain with the system as well as placing teachers in "at risk" schools. (Indicator: D7, E7)
PHASE OUT PLANNING (specific to Cohort I and II) 1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?	A. The services that will be maintained are coaching, tiered interventions, leadership teams and incentive programs for students and staff. These will be funded locally. The central administration will look at all funding streams to secure adequate funding. Central office leaders will still provide on-going support to the schools' administrators and Leadership Teams. (H13) B. To prepare for the phase out of funds, supports and services, the Leadership Team, led by the school principal, will be required to review the effectiveness of support services rendered. The review of teacher capacity, support staff performance, and master scheduling will afford administration the ability to access the most effective means of assigning staff in roles that will impact student learning. Instructional resources and materials will be evaluated to determine the need for continued implementation and a cost effective approach of usage. Transition/ Exit conferences with community/school based partnerships will be held to discuss the level of services that will continue. (B2) The school's leadership team, with the support of central administration, will meet regularly to review the supports, services and current funding streams. A plan of action will be developed in an effort to ensure that certain services are maintained for sustainability and that funding is available for those services.

2. What supports from the state would be the most helpful as these federal funds end?	Schools in improvement will benefit from state support that offers educational readings, professional development webinars, extended learning experiences, and professional growth conferences for teachers to ultimately increase student learning. Next year, educational forums facilitated by the state that focus on the features of outstanding schools would be beneficial in discussing best school practices. The continuation of state support that offers opportunities for teacher development will serve as an on-going valued intervention. Additional funding for literacy and math coaches would be most helpful as well as needed training in addressing the

Required Elements

Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.

School 1 Name:	
Required element	**Response** 0
1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools	**See school's State Report Card. (You do not have to copy and paste responses for this element.)**
2. Student achievement data for the past two years (2010-2011 and 2011-2012) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, econmically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)	**See school's State Report Card. (You do not have to copy and paste responses for this element.)**

c. Total number of minutes in the 2012-2013 school year that all students were required to attend and any additional increased learning time planned for 2013-2014 ***This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.**	**Additional twenty minutes added to 7 1/2 hour school day through the elimination of homeroom and extension of last block with cooperation of transportation.(Indicator: J1, J3, J4)**
d. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged	**See School Demographics tab in Indistar.**

5. Analysis of student achievement data with identified areas that need improvement based on 2010-2011, 2011-2012 and preliminary data for 2012-13 Example: Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70). (*Identified areas needing improvement should align with goal setting and action steps in the application powerpoint presentation.) Nonexample: Disadvantaged (reading) 50% Students w/Disabilities (math) 42%	**Annual reading scores demonstrate a significant decrease in grade 6(75,85,40), as well as grade 7 (66,89,49), and grade 8(82,80,35).** **Annual math scores demonstrate a decrease in grade 6(62,62,42), a decrease in grade 7(67,43,18) and a decrease in grade 8(82,41,19).** **Annual science scores in grade 8 demonstrate a decrease in scores (81,76,36).** **Annual history scores show an increase in grade 6(56,68,73), while pass rates in grade 7 are lower(69,90,75), as well as grade 8(81,78,75). (Indicators: TA01, TA02, TA03, H3, H9, H14, G3, E8)**
6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess	**1. Boushall Middle School was built in 1986 2. There are 56 classrooms. 3. The Media Center is approximately 1500 square feet. The design is one of an open concept. Shelves are around the walls and there are no hidden areas. The back of the media center is furnished with leather sofas and chairs making it very cozy for reading. In addition, the media center has a computer lab for research and for testing.** **4. The cafeteria is approximately 1100 square feet with three serving lines and can seat 250 students. The cafeteria in positioned in the main entrance or corridor of the school. It also serves as an auditorium for parent meetings, school events and productions.** **5. Boushall Middle School has two gyms. One main gym (approximately 3000 square feet) with bleachers on one side. It is used for Physical Education classes as well as assemblies. The auxiliary gym (smaller) approximately 900**

7. Information about the types of technology that are available to students and instructional staff	**Ninety-five percent of all teachers have a desktop computer and a Promethean board with an LCD projector in their classes. The following are available for students and staff to use:** **Sets of personal response systems** **Multiple laptop carts** **Several computer labs of 40+ desktop computers** **Document cameras** **TI-84+ calculators** **Software: Microsoft Office Suite** **Full wireless access** **The computer student ratio is approximately 1:2**

8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade or subject for the 2012-2013 school year. This should be an unduplicated count.

Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers	**33**	75%
Teachers (not highly qualified)	11	25%
Teachers with less than 3 years in grade/subject	26	59%
Number of teachers with a provisional license	1	2%

9. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below) Sample: Yrs #Instructional Staff 0 1 1 6 2 4...	Years #Instructional Staff 0 13 1 9 2 3 3 2 4 4 5 3 8 2 13 2 15 2 22 1 25 1 27 1

Tab 3: School 2 Reflections and Planning
and Required Elements

Required Elements **Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.**	
Required element	**Response**
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	The district literacy and math teams are responsible for monitoring and training the literacy and math instruction. Training will be done for all English/Language Art and math teachers, the principal and the assistant principals. Literacy and math team members will monitor the effectiveness of the start-up then monitor on a monthly basis. Literacy and math teams will review teachers on a monthly basis and more if needed. Additional training will be held throughout the year to ensure effective strategies. Each school's literacy and math teams will develop an incentive program to encourage students' participation, There will be a district-wide literacy and math review to determine strenghs and weaknesses to the fidelity of the plan. Course corrections will be implemented as needed and
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	The Virginia Foundation for Educational Leadership was selected as the Lead Turnaround Partner. Edison and Cambridge were selected as external providers. They were selected because of their success across the State as approved external providers. The district designated the Internal Lead Partner based on experience and ability as well as recommendations from the Virginia Department of Virginia. (Indicattor E1,E2, E3, E5, E6)
3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.	The division's annual goal for student achievement on the state's assessments in reading and mathematics is to meet and/or exceed the states's benchmark of 75% rate for reading and 70% pass rate for mathematics. Also to ensure that tiered instructional support is provided, the district and the schools administer on-going common formative assessments. Assessment data identify students in need of tier 2 and 3 interventions. Division Charting the Course members conduct monthly school visits to monitor rigor, differentiated instruction, curriculum alignment, and full implementation of the transformational strategies/programs. (Indicator: B3)
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	Division will hire a school turnaround manager as an internal partner as well as partnering with Edison and Cambridge Learning as external partners to work with priority schools. In addition, the Division's Instructional Specialist will provide professional development, additional resources and instructional strategies to teachers. Struggling teachers will be afforded additional individual assistance.(Indicator: A2, B4)

Required Elements **Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.**	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	The school board will be presented with information and data regarding the efficacy of the reform model chosen. In addition, incremental updates will be reported to the school board on the progress of the model using benchmark test data, discipline data and attendance.(Indicator:D1, D2, D3, D4,)
2. Steps taken to secure the support of the parents for the reform model selected	The school will use the following venues to inform and secure parental support for the reform model: • Coffee with the Principal • Parent/SOL Boot camp • New student orientation
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	School will work in conjunction with Human Resources to hire highly qualified teachers in hard to staff subject areas .(Indicator: B4, C8, H13, D3,G2,J3)
4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	Present data to support continuous growth in reform model and request additional technical and monetary support assistance to maintain sustainability.

Tab 4: School 3 Reflections and Planning
and Required Elements

School 3 Name:	Thompson Middle School
Reflections and Planning **Use this tab to reflect on the past year's improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.**	
Question	**Response**
Future Goals: 1. Please list 5 goals for the upcoming school year:	1. By the end of the 2013-2014 school year, the 8th graders successfully passing the Writing Standards of Learning Assessment will increase by 10%. (Indicator: J2, D5, E8, G3, J8, K5, K6, & K4) 2. By the end of the first 9 Weeks, 100% of all students will increase their performance by one lexile level in reading comprehension as measured by the data from Achieve 3000. (Indicator: J2, D5, E8, G3, J8, K5, K6, & K4) 3. By the end of the first report card marking period, using the Benchmark assessment, students will demonstrate measurable progress in the area of reading instruction with 10% of the students moving from Tier 3 to Tier 2 and 10% of the students moving from Tier 2 to Tier 1. (Indicator: J2, D5, E8, G3, J8, K5, K6, & K4) 4. By the end of the first report card marking period, using Benchmark Assessment, students will demonstrate measurable progress in the area of math instruction with 10% of the students moving from Tier 3 to Tier 2 and 10% of the students moving from Tier 2 to Tier 1. (Indicator: J2, D5, E8, G3)
School Climate: 1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? b. What were the most successful strategies used to change the school climate? c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.	School Climate 1. A. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? (Indicators: D5, G2) • Because of students participation in the Olweus bullying prevention program, there are fewer allegations of bullying; • The peer mediation program allows students to take ownership of the school discipline issues and enhances the bullying prevention efforts • The building looks great upon entering. The halls and floors are clean and tidy, as are the classrooms. Teachers also received new desks and tables which greatly added to the feel of the classrooms. B. What were the most successful strategies used to change the school climate? (Indicators: G1 G6, I2) • Assigning teachers to leadership roles within the building has improved the school climate and empowered teachers to support the total school program. • Increasing the number of computer labs in the building has afforded teachers an opportunity to utilize online

2. Are there any anticipated barriers to further improving the school climate?	• New teachers will need to be trained on the Bullying Prevention program • New parents and existing parents may need to attend parent bullying prevention sessions • Lack of presence in security • Staff turnover • Support from central administration for upholding code of conduct
PROCESS STEPS / ATMOSPHERE OF CHANGE 1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?	The Leadership Team consisting of the principal, assist principals, content and grade level representatives, guidance, district representative/content specialist, Special Education and Title I representative, Literacy and Math coaches meet twice a month to discuss, review and analyze data to determine instructional focus and approaches. 1b. Leadership Team members are responsible for receiving and disseminating information and decisions to their colleagues through their instructional and grade level team meetings. Decisions are also shared at faculty and instructional meetings, weekly updates, PTA and Partnership meetings, and newsletters. At nine week reviews, each school administrator shares their instructional decisions and plans with their division contact who in turn provides that information to the School Board. (Indicators: D1, D2)
2. How are responsibilities divided amongst the team members?	• Responsibilities are often divided equally by content and/or strengths • Resources are accessible and expectations are discussed in advance • Specific tasks are assigned to individuals or groups and monitored. Deliverables are determined based on leadership skill, content area expertise as well as assigned Indicator tasks from
3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?	• Observations are conducted by members of the administration team and include observation conferences, a review of class data, program or class progress reports and a discussion of next steps • In the event that the program is not working as expected, a discussion of modifications are discussed and recommendations from the administration are communicated. Following the discussions, an action plan is shared and implemented. • Through lesson plans

Tab 4: School 3 Reflections and Planning
and Required Elements

INSTRUCTION 1. How are students identified as needing additional support in reading and mathematics? (TA01)	Triangulation of data is used to include Gates MacGinitie, SOL scores, Benchmark Assessments, Reading readiness assessment, report card grades as well as level setting/Achieve 3000. In math, Algebra Readiness, SOL scores, formative assessments, Benchmark assessments, and progress monitoring by the teachers are used. The data is reviewed by the instructional leadership team and the classroom teacher to determine which Tier intervention the students will receive. Students are also given additional support in Reading and math by meeting the accommodations outlined in their Individualized Education Plan (IEP)(Indicator: TA01).
2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?	•Teachers plan student activities according to the varying levels of Blooms. Meaningful activities are selected an arranged accordingly. A pre-assessment is used to determine where a given student will begin practice the skill. Students who struggle to understand the skill, begin with a review of the prerequisites and perform basic recall and understanding tasks until they grasp the skill. (Indicators: TA01, TA02, TA03, J7) • Teachers use data based on weekly and formal assessments, visual observations, class work, exit tickets, snapshots, and homework. • Student choices are also used to differentiate learning.
3. How did student achievement goal setting (Standard 7 of *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers*) impact classroom instruction?	Teachers were trained in the new teacher evaluation. A team of teachers and leadership wrote the teacher evaluation handbook. All principals were trained on how to work with their teachers in developing goal setting standards. The standards were reviewed with the teacher and school base administrator and were refined as needed. Teachers were more focused on student data, student achievement, and the progress of all students in their classrooms. (Indicators: H1, H2, H3)

Tab 4: School 3 Reflections and Planning
and Required Elements

EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan?	There are several community-based organizations that assist Thompson. They are: Latin Ballet, African American Chess Club, Art 180, Virginia Science Museum, YMCA, and the Richmond Raiders. The corporate sponsors are (VA Credit Union and Dominion Power). The school has a Community and Schools Partner and a volunteer coordinator. They work in unison to ensure the community-based organization activities are aligned with the school improvement plan. It is responsibility of the volunteer coordinator to ensure the effectiveness of the community partnership. (Indicators: D1, D2, D3, D4)
2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.	The external partners that will be returning to mentor and tutor students at Thompson are the VA Credit Union and Dominion Power. The service providers that we have will also be returning. The agencies are as follows: Dominion Day Youth Services, Family Transitions, Overcomers Day Treatment Services, RBHA, Family Adolescent Services and New Legacy Youth Services. The Virginia Foundation for Educational Leadership will be utilized this year. Edison is also in the school and provides the Literacy and Math Coaches. Cambridge is doing the tripod. There are Internal Facilitators that will assist in building leadership capacity. (Indicators: A4,C7,E1, E2,E3, E5)
3. In what ways are parents involved in the school's improvement efforts and their children's education?	The parents have been supportive this year by attending numerous celebrations and programs that the school has hosted. They also are attending PTA meetings, attendance meetings, disciplinary meetings, and parent teacher conferences and communicate regularly with school staff / CIS coordinator to receive resources as needed to assist with the enhancement of their child's education. Parents could become more involved by attending more events, ensuring that their children completed homework and other school projects, and communicating more regularly with
STAFFING & RELATIONSHIPS 1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?	All teachers within our division are assigned to classes within their area of licensure or otherwise demonstrated area of expertise. The teachers' certification and personality are both considered when placing applicants with the students. Principals, in conjunction with a member from the HR department and the internal and external partners, carefully examine the backgrounds, evaluation findings, and track records of each member of the staff and thoughtfully and collaboratively construct the school schedule to match teachers with the classes or course sections in which they (and their students) are most likely to be successful. Applicants are screened by a human resources specialist and all applicants complete an on-line urban perceiver to identify their ability to work in an urban setting. Adjustments and corrections may need to be made mid-year, but these are usually minimized since initial teacher
2. What is your process for implementing the division's teacher evaluation system?	District level leaders implemented the new teacher evaluation system with support to the teachers at the forefront of the implementation process. The components of the system were explained several times to teachers and in several locations. Principals were also given numerous opportunities to participate in professional development exercises so that could help teachers understand the system, how it impacts and supports achievement and what the requirements and expectations are. The sessions to principals and teachers offered guidance, strategies, templates and examples that will support effective implementation of each of the seven components of the evaluation cycle

3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates. b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.	Successful teachers are identified by their work as denoted by classroom visits, the seven teacher performance standards, student assessment data and conferences with the teachers. Faculty and staff luncheons, faculty and staff outings, public acknowledgements/accolades expressed verbally in meetings, on the website, via media sources and framed certificates each semester displayed at the school for public viewing comprise the reward system. The implementation of various incentive programs based on student and teacher progress are also used. B. Teachers in need of support are identified based upon classroom data, the seven teacher performance standards, student assessment data and teacher conferences. Formative assessments and strategy implementations are also used to evaluate the success or lack of success of a teacher. Noting what kind of strategies as well as how and when a teacher implements strategies is helpful in identifying teacher weaknesses and targeting the type of Professional Development that is needed to assist him/her. The approach to planning teacher professional development /goals for the 2013-2014 school year will be driven by the individual needs of teachers, efforts to change teacher behaviors, and to improve the quality of instruction to increase student performance. (Indicators: H10, H14, H15) Data gathered from teacher evaluations and classroom observations will be analyzed to pinpoint the individual needs of teachers. This tailored approach of developing professional development goals will include an opportunity for
4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?	Persons in administrative positions are evaluated annually. Specifically, principals at the Priority schools are evaluated by the Executive Director of Secondary Education using an evaluation document. The design of the evaluation document is narrative and comprehensive in design and is also judgment-based, meaning, it requires professional judgment on the part of the evaluator. The evaluator, trained with professional knowledge (formal study) and skills (practical experience), is responsible for
5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?	The relationship between the internal partner and the principal has been one that could be classified as unified, cohesive, supportive, and collaborative! One prominent factor has been the open and transparent relationship between the internal lead partner, the principal, the school leadership team, and the school district. Changing a poor-performing school into an improved school requires a team effort, where all stakeholders are engaged in open, honest, and regular communication, and where a concerted effort toward creating effective changes remains the primary focus. The ILP meets weekly with the principal to discuss progress towards the goals, observes classes, collaborates on needed reports, assists with required documentation, and collaborates with the LTP

Tab 4: School 3 Reflections and Planning
and Required Elements

DECISION-MAKING PROCESS & AUTONOMY 1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?	The administrator has established a School Leadership Team that participates in all decisions related to school improvement efforts, the school vision, and the Indistar Plan. The team is comprised of the principal, assist principals, content and grade level representatives, guidance, district representative/content specialist, Special Education and Title I representative, Literacy and Math coaches. The work of the School Leadership Team is driven by the indicator and tasks outlined in the Indistar plan and twice a month, the team meets to discuss progress towards completing the task in the plan. (Indicators: D1, F1, F2)
2. What policy or practice barriers still exist to truly support the school in succeeding? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices).	Teacher turnaround and certain Human Resource policies and the division discipline policy. There is a need for additional technology to allow for more accommodation for addressing the Tier Intervention Programs. The new interim Superintendent is revamping the discipline policy. The Chief Academic Officer and the Title I Director are working together to order needed technology. A Human Resource committee has been formed at the district level to research and develop incentives for teachers to remain with the system as well as placing teachers in "at risk" schools
PHASE OUT PLANNING (specific to Cohort I and II) 1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?	1 A. The services that should be maintained are coaching, tiered interventions, leadership teams and incentive programs for students and staff. The central administration will look at all funding streams to secure adequate funding for needed interventions and incentives. Central office leaders will still provide on-going support to the schools' administrators and Leadership Teams. 1. B. To prepare for the phase out of funds, supports and services, the Leadership Team, led by the school principal will be required to review the effectiveness of support services rendered. The review of teacher capacity, support staff performance, and master scheduling will afford administration the ability to access the most effective means of assigning staff in roles that ill impact student learning. Instructional resources and materials will be evaluated to determine the need for continued implementation and a cost effective approach of usage. Transition/ Exit conferences with community/school based partnerships will be held to discuss the level of services that will continue. (Indicator: H13)

2. What supports from the state would be the most helpful as these federal funds end?	Schools in Improvement will benefit from state support that offers educational readings, professional development webinars, extended learning experiences, and professional growth conferences for teachers to ultimately increase student learning. Next year, educational forums facilitated by the state that focus on the features of outstanding schools would be beneficial in discussing best school practices. The continuation of state support that offers opportunities for teacher development will serve as an on-going valued intervention. Funding will also be needed to address the instructional needs of students and staff.
Required Elements	
Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.	
School 1 Name:	
Required element	**Response** 0
1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools	**See school's State Report Card. (You do not have to copy and paste responses for this element.)**
2. Student achievement data for the past two years (2010-2011 and 2011-2012) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, econmically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)	**See school's State Report Card. (You do not have to copy and paste responses for this element.)**

c. Total number of minutes in the 2012-2013 school year that all students were required to attend and any additional increased learning time planned for 2013-2014 ***This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.**	**All students were required to attend school for 70,200 minutes during the 2012-2013 school year. Additionally, 18,000 minutes of increased learning time are planned for the 2013-2014 school year.(Indicators: J3, J4, J6, J7)**
d. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged	**See School Demographics tab in Indistar.**

5. Analysis of student achievement data with identified areas that need improvement based on 2010-2011, 2011-2012 and preliminary data for 2012-13 Example: Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70). (*Identified areas needing improvement should align with goal setting and action steps in the application powerpoint presentation.) Nonexample: Disadvantaged (reading) 50% Students w/Disabilities (math) 42%	**Area 1: Annual reading scores demonstrate an increase in 6th (68, 75,45) and 7th grade (69, 74, 44) scores from the 2010- 11 academic year to the 2011-12 academic year. Reading scores have decreased in 6th and 7th grade from the 2011-12 academic year to the 2012-13 academic year. Eighth grade reading scores (83, 71, 42) and writing scores (85, 73, 47) indicate a steady decrease in pass rates from the 2010-11 academic year to the present. Based on the preliminary data, all grade levels (6th, 7th, and 8th) are in need of improvement in the area of reading and in 8th grade writing.** **Area 2: Annual math scores demonstrate a decrease in 6th grade math scores (47,42, 52) from the 2010-11 academic year to the 2011-12 academic year. Sixth grade scores experienced a 10% increase in 6th grade math scores from the 2011-12 to the 2012-13 academic year. Seventh grade scores (53, 28, 21) indicate a steady decline in pass rates from the 2010-11 academic year to the 2012-13 academic year. Eighth grade scores indicate a significant decrease in pass rates from the 2010-11 to the 2012-13. Based on the preliminary data, all grade levels (6th, 7th, and 8th) are in need of improvement in all grade level math courses.** **Area 3: Since the new administration of the new history assessments, sixth and seventh grade scores have increased in 6th and 8th grade history. Seventh grade preliminary scores indicate that the current pass rate is 56%. Therefore, 7th grade history appears to be the only history area in need of improvement for the 2013-14 academic year.** **Area 4: Eighth grade physical science scores (84, 87, 46) have drastically decreased from the 2010-11 academic year to the 2012-13 school year. However, eighth grade students taking Earth science have continued to perform at or above 96% pass rate (100, 96, 100) from 2010-11 academic year to the 2012-13 academic school year. Based on the 2012-13 preliminary scores, eighth grade physical science has been identified as an area in need of improvement**
6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess	**Thompson Middle School was built in 1965.** **We have fifty-three classrooms.** **Thompson Middle School's cafeteria serves 400 meals day and there are six members are on staff. We have a 20-X 20 kitchen area, two ovens built-in, one streamer, one walk in freeze, one standalone freeze, and two reach- in refrigerators.** **The media center has a Destiny-web-based system, two computer labs with 18 lap tops, 8000 books on eighty shelves, six printers, a chart maker machine, and various other types of technology. We have one media specialist and the media center is used for instructional and non- instructional purposes.**

7. Information about the types of technology that are available to students and instructional staff	**100 percent of all teachers have a desktop computer and a Promethean board with an LCD projector in their classes. The following are available for students and staff to use:** **Sets of personal response systems** **Multiple laptop carts** **Several computer labs of 40+ desktop computers** **Document cameras** **TI-84+ calculators** **Software: Microsoft Office Suite** **Full wireless access** **The computer student ratio is approximately 1:2**

8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade or subject for the 2012-2013 school year. This should be an unduplicated count.

Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers	**37**	78
Teachers (not highly qualified)	10	21
Teachers with less than 3 years in grade/subject	9	19
Number of teachers with a provisional license	5	10

9. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below) Sample: Yrs #Instructional Staff 0 1 1 6 2 4...	Years #Instructional Staff 0 5 1 7 2 3 3 2 4 4 5 5 6 8 8 2 9 1 10 4 12 1 14 1 22 1 24 1 35 2

Required Elements **Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.**	
Required element	**Response**
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	The district literacy and math teams are responsible for monitoring and training the literacy and math instruction. Training will be done for all English/Language Art and math teachers, the principal and the assistant principals. Literacy and math team members will monitor the effectiveness of the start-up then monitor on a monthly basis. Literacy and math teams will review teachers on a monthly basis and more if needed. Additional training will be held throughout the year to ensure effective strategies. Each school's literacy and math teams will develop an incentive program to encourage students' participation. There will be a district-wide literacy and math review to determine strengths and weaknesses to the fidelity of the plan. Course corrections will be implemented as needed and
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	he Virginia Foundation for Educational Leadership was selected as the Lead Turnaround Partner. Edison and Cambridge were selected as external providers. They were selected because of their success across the State as approved external providers. The district designated the Internal Lead Partner based on experience and ability as well as recommendations from the Virginia Department of Virginia. (E1, E2, E3)
3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.	The division's annual goal for student achievement on the state's assessments in reading and mathematics is to meet and/or exceed the states benchmark of 75% rate for reading and 70% pass rate for mathematics. Also to ensure that tiered instructional support is provided, the district and the schools administer on-going common formative assessments. Assessment data identify students in need of tier 2 and 3 interventions. Division Charting the Course members conducts monthly school visits to monitor rigor, differentiated instruction, curriculum alignment, and full implementation of the transformational strategies/programs. (Indicator: B3)
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	The school division provides professional development and resources to serve its Tier I Priority schools. Teachers attend conferences, receive coaches in the content areas of math, history, and English as needed, as well as receive tutors to complement the instruction. (Indicator: B4)

Required Elements	
Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	The district has shared the progress of the Tier I schools with the school board and sought the continued support and funding for coaches, tutors, academic resources and volunteers to sustain the programs currently in place. (Indicators: D1,D2,D3, D4)
2. Steps taken to secure the support of the parents for the reform model selected	The school administration has held parent meetings and sent out communications to solicit parental involvement and continued support of academic programs. The school has sought ways to increase parental participation that includes conferences, PTA membership, focus groups to acquaint them with the school improvement process, a needs assessment survey, student talent programs, rewards and recognition programs, fundraising, school-home
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	Data was used to determine the need for additional staff to address academic weaknesses. The additional staff included tutors and coaches for specific teachers in various content areas.
4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	Charting the Course and Indistar reports, along with the continued examination of data, determination of the success of tiered interventions, and monitoring of instruction, assist with the identification of areas of need. Adjustments are made as determined by the effectiveness of the programs. Those programs evidencing success are maintained, whereas those proven ineffective are discontinued.

School 1 Name:	Elkhardt Middle School
Reflections and Planning **Use this tab to reflect on the past year's improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.**	
Question	**Response**
Future Goals: 1. Please list 5 goals for the upcoming school year:	1. Professional Development: By June 2014, the on site professional development/PLC opportunities will be increased by 75 % which will focus on: content specific knowledge, differentiation of instruction and student engagement. As evidenced by sign in sheets, agendas and meeting minutes.(Indicators: I-5, I-6, I-10) 2. Student Achievement: By September 2014 students will achieve Reading: AMO- 66% & Accreditation= 75% passing, Math – AMO 64% & Accreditation – 70% passing, Elkhardt's goal for Science 90% passing, and History 75% passing as evidenced by the Virginia SOL Assessments and Report Card results. (Indicators: K-2, K-7, TAO1) 3. School-wide Literacy: By June 2014 reduce the literacy gap of students reading below grade level by 1 year. As evidenced by placement and post-test lexile results from Achieve 3000 (on-line reading program). (Indicator: K-9) 4. School Climate: By June 2014 the school climate will increase the awareness of all stakeholders of the new vision
School Climate: 1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? b. What were the most successful strategies used to change the school climate? c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.	1. (a) The general school climate has become positive. The school is calm, orderly, quiet and the focus is on instruction. It is visually more appealing and cleaner. Students consistently use the "agenda book", which is an organizational tool used school-wide. (Indicator: D-5) (b) Most successful strategies used have been cleanup process over the summer, collective consideration of school-wide rules. The leadership team is a part of decisions making process. More efforts have been placed on making the staff more aware of school expectations and school new vision and mission. The acquisition of new staff members have also contributed to the improved school climate. (Indicator:G-4) (c) Unsuccessful strategies –The staff and students were made aware of some critical school-wide expectations. However, they were not adhered to or implemented with fidelity. The expectations/policies were inconsistently monitored and reinforced. Consequently, procedures have been developed to ensure consistency in the implementation of expectations and school-wide policies. (Indicators: D7)

2. Are there any anticipated barriers to further improving the school climate?	Anticipated barriers: Reduction in the districts maintenance staffing affecting response time for school based requests.
PROCESS STEPS / ATMOSPHERE OF CHANGE 1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?	The Transformational Leadership Team consisting of the principal, assist principals, content and grade level representatives, guidance, district representative/content specialist, Special Education and Title I representative, Literacy and Math coaches meet twice a month to discuss, review and analyze data to determine instructional focus and approaches. 1b. Leadership Team members are responsible for receiving and disseminating information and decisions to their colleagues through their instructional and grade level team meetings. Decisions are also shared at faculty and instructional meetings, weekly updates, PTA and Partnership meetings, and newsletters. At nine week reviews, each school administrator shares their instructional decisions and plans with their division contact who in turn provides that information to the School Board. Decisions are communicated with staff in a weekly "Principal's Agenda" publication received both in print and email. They are also communicated weekly during grade level team meetings with an Administrator. They can be communicated via memo or by a conversation with the grade level Lead Teacher or Content Lead Teacher. (Indicator: D-5)
2. How are responsibilities divided amongst the team members?	Deliverables are determined based on leadership skill, content area expertise as well as assigned Indicator tasks from Indistar. Responsibilities are also assigned by school administrators based on the interest and expertise of the team members. (Indicator: B15, I6)
3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?	Strategies are monitored at two levels. Division-Charting the Course, where the central offices support team visits schools to monitor implementation of strategies and practices as well as ensure fidelity to the process. The External Lead partners and the Literacy and Math coaches provide feedback. The school base administrator monitors the process by conducting walk-throughs and formal observations and formative assessments. The school Leadership Team monitors the data bi-monthly to determine the effectiveness of the implementation of strategies used to raise student achievement. If the strategies do not seem to be working, the "Charting the Course" personnel makes

Tab 5: School 4 Reflections and Planning
and Required Elements

INSTRUCTION 1. How are students identified as needing additional support in reading and mathematics? (TA01)	1. Students are identified as needing additional support in reading and math by initially using the VA SOL test results. Ongoing we analyze bi-weekly and quarterly test results. We also use district-wide test results such as ARDT, Achieve 3000, Voyage and Language placement tests and TenMarks. Teachers have been instructed to conduct learning style inventories to give them guidance regarding the most effective teaching style to implement. Teachers work collaboratively with ELL and Exceptional Education counterparts to develop lesson plans that will meet the needs of all learners. Teachers are instructed to analyze student work to discover why a specific objective was not mastered and to develop an appropriate intervention to re-teach and re-test that objective. Teachers are exposed to professional development opportunities weekly to enhance their understanding and implementation of best practices. Administration is more visible as they conduct professional development and monitor student achievement through classroom observations, one-on-one teacher conference and monitor bi-weekly and quarterly data.(Indicators: K5, K6, K7)
2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?	Teachers, through formative assessment, determine students' needs, plan instruction to meet those needs and provide the small group instruction and collaborative leaning that address those needs. B. Formative assessments- Content teachers work together to develop common assessments and review them for rigor and fidelity. These common assessments are used to determine students strengths and needs. Base on this data, instructional decisions are made by the classroom teacher, the school Leadership Team and the school administrator. Tier 1 differentiated instruction within the classroom which may be an inclusive environment, utilize: re-teach, change the mode of instruction, technology. Intervention is conducted by the classroom teacher. 2b. The formative assessments are
3. How did student achievement goal setting (Standard 7 of *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers*) impact classroom instruction?	Teachers were trained in the new teacher evaluation. A team of teachers and leadership wrote the teacher evaluation handbook. All principals were trained on how to work with their teachers in developing goal setting standards. The standards were reviewed with the teacher and school base administrator and were refined as needed. Teachers were more focused on student data, student achievement, and the progress of all students in their classrooms. (Indicators: J8, I9, H17)

EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan?	The school has a Community and Schools Partner and a volunteer coordinator. They work in unison to ensure the community-based organization activities are aligned with the school improvement plan. It is responsibility of the volunteer coordinator to ensure the effectiveness of the community partnership. (Indicators: D1, D5)
2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.	The Virginia Foundation for Educational Leadership is the external partner for Henderson, Elkhardt, Martin Luther King, Jr., John Marshall and Richmond Alternative. Edison is also in all five of these schools and provide the Literacy and Math Coaches. Cambridge is doing the tripod. There are Internal Facilitators that will assist in building leadership capacity. (Indicators: D1, D5)
3. In what ways are parents involved in the school's improvement efforts and their children's education?	Parent involvement is a concern. The school works in collaboration with the PTSA in assuring that the parents are informed and involved in the improvement process. Parents are involved as members of the PTSA, contributing to the strategic planning committee, Olweus Anti-Bullying programs, participants of the Parent Teacher Conferences, Latino Parent Coffees held monthly, responsive to written communication. Parent workshops conducted by Clark Hill Institute/VCU.
STAFFING & RELATIONSHIPS 1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?	The Human Resource specialist screens all applicants to ensure that they meet the minimum requirements. Applicants take an on-line urban perceiver to identify their ability to work in an urban setting. Applicants are then sent out to be interviewed by the administrator. The teachers' certification and personality are both considered when placing applicants with the students. (Indicator: C8)
2. What is your process for implementing the division's teacher evaluation system?	The school administrator goal set with the teacher. Progress is monitored on a monthly basis. A mid-year review of the teacher's goal and progress is completed and if necessary additional assistance is provided by school based and Central Office Team. (Indicators: H3, H4, H5, H6)

3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates. b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.	Successful teachers are identified by their work as denoted by classroom visits, the seven teacher performance standards, student assessment data and conferences with the teachers. Faculty and staff luncheons, faculty and staff outings, public acknowledgements/accolades expressed verbally in meetings, on the website, via media sources and framed certificates each semester displayed at the school for public viewing comprise the reward system. The implementation of various incentive programs based on student and teacher progress are also used. Successful teachers also are given the opportunity to have a leadership roll in the school. Specified teacher and or support staff are given priority parking lot privileges. All Staff are given tee shirts as a means to foster school pride. The Faculty and Staff are treated to a luncheon once a semester and verbal and/or tangible accolades such as certificate, plaques or recertification points are given. Kudos or verbal praise is a consistent component of our monthly Faculty/Staff meetings. 3b. Teachers are identified as needing additional support to improve professional practices by closely monitoring bi-weekly student results, nine week grades, and formal/informal classroom observations, one on one conversations with the teacher or their peers and staff request. Input from the Math and Reading Coaches will also be an asset this year. We will continue to utilize PD 360 as well as books such as Power Tools for Adolescent Literacy by Jan Rozelle and Carol Scearce, Strategies for Effective Teachers by Dr.James Strong, and new for us this year, Teaching Reading in Social Studies, Science, and Math by Laura Robb. (Indicators: H15, I1, I6, K3)
4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?	The principal reports to the Executive Director of Secondary Instruction. The Director does goal setting and completes a formal observation process through an internal monthly accountability procedure-Charting the Course. Through the internal Charting the Course, the principal demonstrates instructional leadership capabilities. This process assist in determining the administrators ability to follow-up on recommendations made by the Charting the Course Team. (Indicator: H17)
5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?	The relationship between state facilitator and turnaround partners is a collaborative effort which is aligned with the school improvement process. The Principal is supported by the current relationship. (Indicators: E5, E6, E7)

Tab 5: School 4 Reflections and Planning
and Required Elements

DECISION-MAKING PROCESS & AUTONOMY 1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?	The decision making process for Elkhardt Middle School has a variety of components that feed directly into the Transformational Leadership team. Grade level teams have the opportunity to meet daily to discuss their needs or concerns. They meet weekly (every Wednesday) with an Administrator. Content Teams meet weekly (Thursdays after school) to discuss student achievement data and train on best practices and research based intervention. The strategic planning committee is comprised of an Administrator, staff, parents, and community partners to develop a school-wide plan of success. All of the above named teams or committees are represented in our Transformational Leadership Team that meets every two weeks to discuss (brainstorm, create and implement and monitor) new policies or procedures that will impact the improvement plan. (Indicators: G5,D1)
2. What policy or practice barriers still exist to truly support the school in succeeding? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices).	Teacher turnaround and certain Human Resource policies and the division discipline policy. The is a need for additional technology to allow for more accommodation for addressing the Tier Intervention Programs. These are some of the barriers that exists. The new interim Superintendent is revamping the discipline policy. The Chief Academic Officer and the Title I Director are working together to order needed technology. An Human Resource committee has been formed at the district level to research and develop incentives for teachers to remain with the system as well as placing teachers in "at risk" schools.
PHASE OUT PLANNING (specific to Cohort I and II) 1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?	The services that will be maintained are coaching, tiered interventions, leadership teams and incentive programs for students and staff. These will be funded locally. The central administration will look at all funding streams to secure adequate funding. Central office leaders will still provide on-going support to the schools' administrators and Leadership Teams. (Indicators: B3, B4, B26)

2. What supports from the state would be the most helpful as these federal funds end?	Needed training and additional funding to assist in addressing the instructional needs of students and staff.

Required Elements

Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.

School 1 Name:	
Required element	**Response** 0
1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools	**See school's State Report Card. (You do not have to copy and paste responses for this element.)**
2. Student achievement data for the past two years (2010-2011 and 2011-2012) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)	**See school's State Report Card. (You do not have to copy and paste responses for this element.)**

c. Total number of minutes in the 2012-2013 school year that all students were required to attend and any additional increased learning time planned for 2013-2014 ***This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.**	**Total number of minutes in the 2012-2013 school year that all students were required to attend: 59,400** **Calculated at 6.5 hours of instruction (minus 1 hour for lunch and transitions)= 5.5 X 180 days of instruction** **2013 summer experience: 5hours X 19 days = 5,700 minutes. We served 158 students 30% were from Elkhardt Middle School.** **Proposed 2013-2014 extended learning time: Students have the opportunity but are not required to attend** **Middle School Renaissance (MSR)- 1.5 hours X 4days/week (6 hours)= 360 minutes/week** **Extended Day Tutorial Program – 1.5 hours X 2 days/week (3 hours)- 180 minutes/week** **Estimated time per month: October 17 days- 1530 minutes, November 13 days- 1,170 minutes, December 12 days- 1,080 minutes, January 14 days- 1,260 minutes, February 14 days – 1,260 minutes, March 16 days – 1,440 minutes,**
d. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged	**See School Demographics tab in Indistar.**

5. Analysis of student achievement data with identified areas that need improvement based on 2010-2011, 2011-2012 and preliminary data for 2012-13 Example: Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70). (*Identified areas needing improvement should align with goal setting and action steps in the application powerpoint presentation.) Nonexample: Disadvantaged (reading) 50% Students w/Disabilities (math) 42%	**The annual reading score based on the School Report Card from the Virginia Department of Education: indicates a fluctuation in overall student achievement which ultimately ended in non accreditation as we review data from 2010-2011, 2011-2012 and the preliminary data for 2012-2013 overall-(71, 72, 36) The sixth grade results (63,71,29). The seventh (72, 76, 42) and eighth (77,68,39) The math overall score- (57, 37, 32) The sixth grade (40, 36, 38) we did see some growth. The seventh grade (47, 23, 13), and eighth grade (71, 41, 27). The areas of need are in alignment with our overall goals to increase professional development to ensure that the staff are equipped with the most current researched based knowlege, strategies and programs to increase student achievement. Our student achievement goals are also aligned with the State AMO's and Accreditation requirements. (Indicators: J3, J4, J6, J7)**
6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess	**6. NEED SQUARE FOOTAGE AND CAPACITY** **1. Elkhardt Middle School was built in 1945. It's capacity is 600** **2. There are Two annex buildings** **3. There are 12 classrooms on the first floor and a gymnasium complete with boys/girls locker rooms** **4. The first floor also contains the media center.** **5. The first floor also contains the auditorium.** **6. The second floor contains 20 classrooms.** **7. The second floor contains a teacher's lounge.** **8. The basement contains the kitchen and cafeteria square.** **Description of the media center- the media center contains shelved books, an open center are that contains table**

7. Information about the types of technology that are available to students and instructional staff	**Eighty-five percent of all teachers have a desktop/laptop computer. Seventy percent have Smart- board with an LCD projector in their classes. The following are available for students and staff to use:** **6th grade math Ipad Cart (30 Ipads)** **Multiple laptop carts (3)** **Media Center contains a computer lab of 40+ desktop computers** **Document cameras** **TI-84+ calculators** **Software: Microsoft Office Suite** **Partial wireless access** **The computer student ratio is approximately 1:4**

8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade or subject for the 2012-2013 school year.

Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers	**35**	85.36%
Teachers (not highly qualified)	6	14.63%
Teachers with less than 3 years in grade/subject	4	9.75%
Number of teachers with a provisional license	5	12.19%

9. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below) Sample: Yrs #Instructional Staff 0 1 1 6 2 4...	Number of Years Number of Instructional Staff - Indicator: C-8 0 - 8 1 - 4 2 - 3 3 - 2 4 - 5 5 - 1 6 - 0 7 - 2 8 - 3 9 - 5 10- 2 11 -2 12 -2 13 -1 14 -0 15 -1

Required Elements	
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.	
Required element	**Response**
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	The district literacy and math teams are responsible for monitoring and training the literacy and math instruction. Training will be done for all English/Language Art and math teachers, the principal and the assistant principals. Literacy and math team members will monitor the effectiveness of the start-up then monitor on a monthly basis. Literacy and math teams will review teachers on a monthly basis and more if needed. Additional training will be held throughout the year to ensure effective strategies. Each school's literacy and math teams will develop an incentive program to encourage students' participation, There will be a district-wide literacy and math review to determine strengths and weaknesses to the fidelity of the plan. Course corrections will be implemented as needed and
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	The Virginia Foundation for Educational Leadership was selected as the Lead Turnaround Partner. Edison and Cambridge were selected as external providers. They were selected because of their success across the State as approved external providers. The district designated the Internal Lead Partner based on experience and ability as well as recommendations from the Virginia Department of Virginia. (Indicattor E1,E2, E3, E5, E6)
3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.	The division's annual goal for student achievement on the state's assessments in reading and mathematics is to meet and/or exceed the states' benchmark of 75% rate for reading and 70% pass rate for mathematics. Also to ensure that tiered instructional support is provided, the district and the schools administer on-going common formative assessments. Assessment data identify students in need of tier 2 and 3 interventions. Division Charting the Course members conduct monthly school visits to monitor rigor, differentiated instruction, curriculum alignment, and full implementation of the transformational strategies/programs. (Indicator: B3)
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	The district is in the process of hiring a School Improvement Manager to work with the Division Leadership Team to meet the needs of all priority schools. English and Math coaches have been hired of all cohorts for Tier I schools.(Indicator: B4)

Required Elements	
Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	To ensure continued support of the reform model chosen, the local school board is kept informed. The local board approved the reform model chosen. The local school board is provided with data and updates about the progress of the schools. At nine week reviews, each school administrator shares their instructional decisions and plans with their division contact who in turn provides that information to the School Board. (Indicator:D1, D2, D3, D4,)
2. Steps taken to secure the support of the parents for the reform model selected	Parents have been provided an overview of the reform model by way of newsletter, RPS website, and local media. Parents have also been provided information during the 6th grade orientation on August 29th and the Back to School night on September 19th. We also included in a cover letter to all parents about our priority status in a publication that was released with a summer math packet. We have plans to provide updates throughout the year during
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	The grant will be used to hire a data coach to support the school's data process and to provide ongoing professional development in the use of data to drive instruction at the classroom/teacher level. The grant will also be used to secure coaches for reading, math and ESL. Through capacity building, coaches for these areas will train current staff to act as coaches for future employees. This is in line with our professional development goal. (Indicators: I11, K2)
4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	The school works closely with the LEA and VDOE/Office of School Improvement as part of (cohort III) VFEL for technical assistance and professional development. The proncipal and teacher leader participate in the National Institute School Leadership (NISL) training which focuses on researched based instructional strategies and leadership capacity building. The school's ;eadership team works to review data and implement strategies to move the school forward using IndiStar as a tool to monitor the school improvement process.Indicator:

Tab 6: School 5 Reflections and Planning and Required Elements

School 5 Name:	Henderson Middle School
Reflections and Planning **Use this tab to reflect on the past year's improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.**	
Question	**Response**
Future Goals: 1. Please list 5 goals for the upcoming school year:	1. By 2015, 90% of the students at Henderson Middle School will meet the Virginia SOL assessment score inmath and English as evidenced by SOL tests results. (Indicators: B3, E8, G3, H3) 2. By 2015, 85% of the students at Henderson Middle School will meet the state's required AMO mandates as evidenced by the SOL scores and state documented results. (Indicators: B3, G3, G4, H3) 3. By 2015, over 50% of the parents of Henderson Middle School will be registered members of the school's PTA. (Indicators: J3, D3,) 4. By the end of 2014, the school will increase its community involvement by partnering with area churches and civic organizations to increase students' morale and academic achievment. (Indicators: D5, J3) 5. By the end of 2014, Henderson Middle School will have a vision statement that all stakeholders (parents, staff and students) will know and understand by creating and mailing a letter to parents and community agencies informing them about the new vision statement fo the school. (Indicators: J3, D2, D3)
School Climate: 1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? b. What were the most successful strategies used to change the school climate? c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.	a. Fresh/vibrant bulletin boards, cleaners walls and carpets, posted vision statement on the walls. (Indicator: D5) b. The faculty assisted in writing the vision statement. They also participated in exciting team building activities that led to open and courageous conversations. (Indicator: D2) c. Nothing was unsuccessful.

2. Are there any anticipated barriers to further improving the school climate?	It will always be a challenge to keep the staff excited about teaching and keeping the instruction full of rigor. (Indicators: D6, I5)
PROCESS STEPS / ATMOSPHERE OF CHANGE 1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?	The Leadership Team consisting of the principal, assist principals, content and grade level representatives, guidance, district representative/content specialist, Special Education and Title I representative, Literacy and Math coaches meet twice a month to discuss, review and analyze data to determine instructional focus and approaches. 1b. Leadership Team members are responsible for receiving and disseminating information and decisions to their colleagues through their instructional and grade level team meetings. Decisions are also shared at faculty and instructional meetings, weekly updates, PTA and Partnership meetings, and newsletters. At nine week reviews, each school administrator shares their instructional decisions and plans with their division contact who in turn provides that information to the School Board.(Indicators: G5, K2)
2. How are responsibilities divided amongst the team members?	They are determined based on leadership skill, content area expertise as well as assigned indicator tasks from INDISTAR. Responsibilities are also assigned by school administrators based on the interest and expertise of the team members. (Indicator:K1, G5)
3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?	Strategies are monitored at two levels. Division-Charting the Course, where the central offices support team visits schools to monitor implementation of strategies and practices as well as ensure fidelity to the process. The External Lead partners and the Literacy and Math coaches provide feedback. The school base administrator monitors the process by conducting walk-throughs and formal observations and formative assessments. The school Leadership Team monitors the data bi-monthly to determine the effectiveness of the implementation of strategies used to raise student achievement. If the strategies do not seem to be working, the "Charting the Course" personnel makes

INSTRUCTION 1. How are students identified as needing additional support in reading and mathematics? (TA01)	Triangulation of data is used to include Gates MacGinitie, SOL scores, Benchmark Assessments, Reading readiness assessment, report card grades as well as level setting/Achieve 3000. In math, Algebra Readiness, SOL scores, formative assessments, Benchmark assessments, and progress monitoring by the teachers are used. The data is reviewed by the instructional leadership team and the classroom teacher to determine which Tier intervention the students will receive. Students are also give additional support in Reading and math by meeting the accomodations outlined in their Individuallized Education Plan (IEP). (Indicator H2)
2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?	Teachers, through formative assessment, determine students' needs, plan instruction to meet those needs and provide the small group instruction and collaborative leaning that adddress those needs. (Indicators: TA02, K9, K5, K7) B. Formative assessents-Content teachers work together to develop common assessments and review them for rigor and fidellity. These common assessments are used to determine students strengths and needs. Base on this data, instructional decisions are made by the classroom teacher, the school Leadership Team and the school administrator. The formative asserssments are used by the Central Support Team in making instructional decisions along with recommendations to the school administrator. District benchmark assessments are given each nine weeks
3. How did student achievement goal setting (Standard 7 of *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers*) impact classroom instruction?	Teachers were trained in the new teacher evaluation. A team of teachers and leadership wrote the teacher evaluation handbook. All principals were trained on how to work with their teachers in developing goal setting standards. The standards were reviewed with the teacher and school base administrator and were refined as needed. Teachers were more focused on student data, student achievement, and the progress of all students in their classrooms. (Indicator: H4)

EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan?	The school has a Community and Schools Partner and a volunteer coordinator. They work in unison to ensure the community-based organization activities are aligned with the school improvement plan. It is responsibility of the volunteer coordinator to ensure the effectiveness of the community partnership.(Indicators: D3, J3)
2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.	The Virginia Foundation for Educational Leadership is the external partner for Henderson, Elkhardt, Martin Luther King, Jr., John Marshall and Richmond Alternative. Edison is also in all five of these schools and provide the Literacy and Math Coaches. Cambridge is doing the tripod. There are Internal Facilitators that will assist in building leadership capacity. (Indicators: E1, E5)
3. In what ways are parents involved in the school's improvement efforts and their children's education?	Parent involvement is a concern. The school works in collaboration with the PTA in assuring that the parents are informed and involved in the improvement process. Coffee and Teas are held to share instructional information with the parents (Indicator: D3)
STAFFING & RELATIONSHIPS 1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?	The Human Resource specialist screens all applicants to ensure that they meet the minimum requirements. Applicants take an on-line urban perceiver to identify their abiliity to work in an urban setting. Applicants are then sent out to be interviewed by the administrator. The teachers' certification and personality are both considered when placing applicants with the students. (Indicator: H1)
2. What is your process for implementing the division's teacher evaluation system?	The school administrator goal set with the teacher. Progress is monitored on a monthly basis. A mid-year review of the teacher's goal and progress is completed and if necessary additional assistance is provided by school based and Central Office Team. (Indicators: H1, I1)

3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates. b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.	Successful teachers are identified by their work as denoted by classroom visits, the seven teacher performance standards, student assessment data and conferences with the teachers. Faculty and staff luncheons, faculty and staff outings, public acknowledgements/accolades expressed verbally in meetings, on the website, via media sources and framed certificates each semester displayed at the school for public viewing comprise the reward system. The implementation of various incentive programs based on student and teacher progress are also used. Teachers in need of support are identified based upon classroom data, the seven teacher performance standards, student assessment data and teacher conferences. Formative assessments and strategy implementations are also used to evaluate the success or lack of success of a teacher. Noting what kind of strategies as well as how and when a teacher implements strategies is helpful in identifying teacher weaknesses and targeting the type of Professionl Developement that is needed to assist him/her. (Indicators: H10 , I3 and I9)
4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?	The principal reports to the Executive Director of Secondary Instruction. The Director does goal setting and completes a formal observation process through an internal monthly accountability procedure-Charting the Course. Through the internal Charting the Course, the principal demonsrates instructional leadership capabilities. This process assist in detemining the administrators ability to follow-up on recommendations made by the Charting the Course Team. (Indicator H4)
5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?	he relationship is developed to asssit with leadership and instructional strategies. The improvement will occur as the persons work closely together towards the common goal. (Indicator J2)

DECISION-MAKING PROCESS & AUTONOMY 1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?	The administrator has established a School Leadership Team that participates in all decisions related to school improvement efforts, the school vision, and the Indistar Plan. The team is comprised of the principal, assistant principals, content and grade level representatives, guidance, district representative/content specialist, Special Education and Title I representative, Literacy and Math coaches. The work of the School Leadership Team is driven by the indicator and tasks outlined in the Indistar plan and twice a month, the team meets to discuss progress towards completing the task in the plan. (Indicator:D1, D2, D3, D4,)
2. What policy or practice barriers still exist to truly support the school in succeeding? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices).	The barriers include teacher turnaround, certain Human Resource policies, and the division discipline policy. There is a need for additional technology to allow for more accommodation for addressing the Tier Intervention Programs. These are some of the barriers that exists. The new interim Superintendent is revamping the discipline policy. The Chief Academic Officer and the Title I Director are working together to order needed technology. A Human Resource committee has been formed at the district level to research and develop incentives for teachers to remain with the system as well as placing teachers in "at risk" schools. (Indicators: D6, D7, E7)
PHASE OUT PLANNING (specific to Cohort I and II) 1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?	The services that will be maintained are coaching, tiered interventions, leadership teams and incentive programs for students and staff. These will be funded locally. The central administration will look at all funding streams to secure adequate funding. Central office leaders will still provide on-going support to the schools' administrators and Leadership Teams. (Indicators: H13, J3)

2. What supports from the state would be the most helpful as these federal funds end?	Needed training and additional funding to assist in addressing the instructional needs of students and staff. (Indicator J2)

Required Elements

Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.

School 1 Name:	
Required element	**Response** 0
1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools	**See school's State Report Card. (You do not have to copy and paste responses for this element.)**
2. Student achievement data for the past two years (2010-2011 and 2011-2012) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, econmically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)	**See school's State Report Card. (You do not have to copy and paste responses for this element.)**

c. Total number of minutes in the 2012-2013 school year that all students were required to attend and any additional increased learning time planned for 2013-2014 ***This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.**	**During the 2012-2013 school year all students received a total of 66, 600 minutes of instruction. During the 2013-2014 school year students will receive 67,860 minutes of instruction. This is an increase of 1,260 minutes of instructional time.(Indicators: J3, J4, J6, J7)**
d. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged	**See School Demographics tab in Indistar.**

5. Analysis of student achievement data with identified areas that need improvement based on 2010-2011, 2011-2012 and preliminary data for 2012-13 Example: Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70). (*Identified areas needing improvement should align with goal setting and action steps in the application powerpoint presentation.) Nonexample: Disadvantaged (reading) 50% Students w/Disabilities (math) 42%	**Area 1: Annual reading scores demonstrated a significant drop in pass rates across all grade levels during the 2012-2013 Virginia SOL testing session than in previous years. Specifically the scores are as follows by grade 6 (2010-11: 58, 2011-12: 72, and 2012-13:23), grade 7 (2010-11: 82, 2011-12: 65 and 2012-13: 31) and grade 8 (2010-11: 79, 2011-12: 72, and 2012-13: 39).** **Area 2: Annual writing scores also demonstrated a significant drop in pass rates during the 2-12-13 Virginia SOL testing session than in previous years. Specifically the scores by year are as follows: (2010-11: 74, 2011-12: 72 and 2-12-13: 39).** **Area 3: Annual math scores in grade 6 showed a higher pass rate than in previous years (2010-11: 32, 2011-12: 17 and 2012-13: 44). Annual math scores in grade 7 and grade 8 showed significant drops during the 2011-12 testing session with no change during the latest session for grade 7 math (2010-11: 54, 2011-12: 7, and 2012-2013: 7). Only a small increase during the 2012-13 testing session was noted for grade 8 (2010-11: 70, 2011-12: 22 and 2012-13:26). The End of Course Algebra I test pass rates have been declining over the past three testing sessions as shown in the data: (2010-11:100, 2011-112: 77 and 2012-2013:70).** **Area 4: Annual Science scores in grade 8 showed a significant increase in 2010 than a decrease in the 2012-13 testing session than the previous years: (2010-11: 60, 2011-12: 80, and 2012-13:28). Annual End of Course testing in Earth Science also showed improvement in 2010 than a decline in pass rate during the 2012-13 testing session as shown in the data: (2010-11: 89, 2011-12: 91, and 2012-13L 81).** **Area 5: Annual social science/history pass rates declined and improved slightly in grade 6: (2010-11: 55, 2011-12: 45, and 2012-13: 47). In grade 7, scores improved but then significantly declined during the 2012-13 SOL testing session: (2010-11: 74, 2011-12: 82 and 2012-13: 46). In grade 8, the pass rates improved than declined: (2010-11: 69, 2011-12: 75, and 2012-13: 67). (Indicators: E8, G3., J2,K5, K6)**
6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess	**1. 1972** **2. 52** **3. 10 tables of 6 with 8 individual cubes** **4. 32 round tables of 8 and 3 square tables of 6** **5. We have a full gym that seats 500 with boys and girls locker room. We have an auxiliary gym and two storage closets.**

7. Information about the types of technology that are available to students and instructional staff	**Henderson Middle School is equipped with 4 computer labs, 4 mobile carts with 30 computers each, smart boards, and one cart of IPADS. One hundred percent of all core teachers have a desktop computer. They also have access to an LCD projector, a smart board, a laptop, and a document camera.**

8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade or subject for the 2012-2013 school year. This should be an unduplicated count.

Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers	**42**	84%
Teachers (not highly qualified)	3	6%
Teachers with less than 3 years in grade/subject	2	4%
Number of teachers with a provisional license	3	6%

9. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below) Sample: Yrs #Instructional Staff 0 1 1 6 2 4...	0 6 2 8 3 4 4 2 5 1 6 4 7 3 8 8 11 1 12 4 13 1 14 1 16 2 20 1 24 1 31 1 32 1

Required Elements **Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.**	
Required element	**Response**
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	The district litetracy and math teams are responsible for monitoring and training the litetracy and math instruction. Training will be done for all English/Language Art and math teachers, the principal and the assistant principals. Literacy and math team members will monitor the effectiveness of the start-up then monitor on a monthly basis. Literacy and math teams will review teachers on a monthly basis and more if needed. Additional training will be held throughout the year to ensure effective strategies. Each school's literacy and math teams will develop an incentive program to encourage students' participation, There will be a district-wide literacy and math review to determine strenghs and weaknesses to the fidelity of the plan. Course corrections will be implemented as needed and
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	The Virginia Foundation for Educational Leadership was selected as the Lead Turnaround Partner. Edison and Cambridge were selected as external providers. They were selected because of their success across the State as approved external providers. The district designated the Internal Lead Partner based on experience and ability as well as recommendations from the Virginia Department of Virginia. (Indicators: E1, E2, E3)
3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.	The division's annual goal for student achievement on the state's assessments in reading and mathematics is to meet and/or exceed the state's benchmark of 75% rate for reading and 70% pass rate for mathematics. Also to ensure that tiered instructional support is provided, the district and the schools administer on-going common formative assessments. Assessment data identify students in need of tier 2 and 3 interventions. Division Charting the Course members conduct monthly school visits to monitor rigor, differentiated instruction, curriculum alignment, and full implementation of the transformational strategies/programs. (Indicator: B3)
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	The district is in the process of hiring a School Improvement Manager to work with the Division Leadership Team to meet the needs of all priority schools. English and Math coaches have been hired fo all cohorts for Tier I schools. (Indicator: B4)

Required Elements **Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.**	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	To ensure continued support of the reform model chosen, the local school board is kept informed. The local board approved the reform model chosen. The loical school board is provided with data and updates about the progress of the schools. At nine week reviews, each school administrator shares their instructional decisions and plans with their division contact who in turn provides that information to the School Board. (Indicators: D1, D2, D3, D4)
2. Steps taken to secure the support of the parents for the reform model selected	To secure the support of the parents for the selected reform model, the school has increased it communication with parents with more frequent uses of PARENT LINK, electronic newsletters, and community participation. (Indicators: D3, G2, J3)
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	Based on the school's needs, school level and division level staff, LTP, and the state liaison will collaborate to determine if using funds to hire staff is necessary. Professional development and coaching of existing staff may be the necessary step to improve student performance or meet an objective.
4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	Charting the Course and Indistar reports, along with the continued examination of data, determination of the success of tiered interventions, and monitoring of instruction, assist with the identification of areas of need. Adjustments are made as determined by the effectiveness of the programs. Those programs evidencing success are maintained, whereas those proven ineffective are discontinued.

Tab 7: School 6 Reflections and Planning
and Required Elements

School 6 Name:	John Marshall High School
Reflections and Planning **Use this tab to reflect on the past year's improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.**	
Question	**Response**
Future Goals: 1. Please list 5 goals for the upcoming school year:	1. By June 2013-2014, the students' achievement scores in reading will increase by 5% as demonstrated by the SOL scores. (Iindicators: J8, K5, K6, & K4) 2. By June 2013-2014, the students' achievement scores in math will increase by 15% as demonstrated by the SOL test results. (Indicators: J8, K5, K6, & K4) 3. By the June 2013-2014 school year, there will be an average increase of 10% in the AMO's for all subgroups as demonstrated by the SOL and FAMO results. (Indicators: TA01, TA02, TA03, K5, & K6) 4. By June 2013-2014, there will be a 10% decrease in discipline concerns as evidenced by the Students Incident report. (Indicators: K11,G2,) 5. By June 2013-2014, there will be an increase of 5% in the graduation rate as evidenced by the GCI. (Indicators:D5, D7)
School Climate: 1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? b. What were the most successful strategies used to change the school climate? c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.	The school is welcoming and inviting. The students seem to understand the importance of the instructional time and seem more focused. The staff is enthused and engaged about learning and is working more as a team through common planning. (Indicator: D5) B. Most successful strategies were: teachers toured the neighborhood from which the students reside and staff participated in team building exercises to improve communication, collaboration and trust amongst staff and students assemblies were conducted in intimate settings with the administrators to discuss school expectations. This provided an opportunity to assist student in understanding the importance of the expectations and provided them the opportunity to be involved in their own learning climate as well as provide input to the process. The implementation of a new cell phone policy to protect the instructional learning time and professional learning centers were provided in each core area for the purpose of common planning, review analyze data to develop intervention strategies for student success. (Indicators: G1 G6, I2)c. There were no unsuccessful strategies.

2. Are there any anticipated barriers to further improving the school climate?	Parent involvement will possibly be a barrier. However, various new strategies will be attempted to address this concern.(Indicator: D3)
PROCESS STEPS / ATMOSPHERE OF CHANGE 1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?	The Leadership Team consisting of the principal, assist principals, content and grade level representatives, guidance, district representative/content specialist, Special Education and Title I representative, Literacy and Math coaches meet twice a month to discuss, review and analyze data to determine instructional focus and approaches. (Indicators: D1, D3)1b. Leadership Team members are responsible for receiving and disseminating information and decisions to their colleagues through their instructional and grade level team meetings. Decisions are also shared at faculty and instructional meetings, weekly updates, PTA and Partnership meetings, and newsletters. At nine week reviews, each school administrator shares their instructional decisions and plans with their division contact who in turn provides that information to the School Board. (Indicators: D1, D2)
2. How are responsibilities divided amongst the team members?	Deliverables are determined based on leadership skill, content area expertise as well as assigned Indicator tasks from Indistar. Responsibilities are also assigned by school administrators based on the interest and expertise of the team members.(Indicators: G5,K1)
3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?	Strategies are monitored at two levels. Division-Charting the Course, where the central offices support team visits schools to monitor implementation of strategies and practices as well as ensure fidelity to the process. The External Lead partners and the Literacy and Math coaches provide feedback. The school base administrator monitors the process by conducting walk-throughs and formal observations and formative assessments. The school Leadership Team monitors the data bi-monthly to determine the effectiveness of the implementation of strategies used to raise student achievement.(Indicatotrs: J8, E5,E6,I7,J2,H20, H21) If the strategies do not seem to be working, the "Charting

INSTRUCTION 1. How are students identified as needing additional support in reading and mathematics? (TA01)	Triangulation of data is used to include SOL scores, Benchmark Assessments, Reading readiness assessment, report card grades as well as level setting/Achieve 3000. In math, Algebra Readiness, SOL scores, formative assessments, Benchmark assessments, Ten Marks, and progress monitoring by the teachers are used. The data is reviewed by the instructional leadership team and the classroom teacher to determine which Tier intervention the students will receive. Students are also given additional support in Reading and math by meeting the accommodations outlined in their Individualized Education Plan (IEP). Exceptional ed. teachers are assigned to general ed. classes to provide exceptional education students extra support in the less restrictive environment. Exceptional ed. coach is available to general education and exceptional education teacher in a collab setting. (Indicator:TA01)
2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?	Teachers, through formative assessment, determine students' needs, plan instruction to meet those needs and provide the small group instruction and collaborative leaning that address those needs. (TA01, TA02, TA03, J7, K9)B. Formative assessments-Content teachers work together to develop common assessments and review them for rigor and fidelity. These common assessments are used to determine students strengths and needs. Base on this data, common plans are developed to address the needs of the students. Also Instructional decisions are made by the classroom teacher, the school Leadership Team and the school administrator. The formative assessments are used by the Central Support Team in making instructional decisions along with recommendations to the school
3. How did student achievement goal setting (Standard 7 of *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers*) impact classroom instruction?	Teachers were trained in the new teacher evaluation through the office of staff development. A team of teachers and leadership wrote the teacher evaluation handbook. The standards were reviewed with the teacher and school base administrator and were refined as needed. All principals were trained on how to work with their teachers in developing goal setting standards. Additional staff development was provided in developing SMART goals. Teachers experiencing difficulty were given more assistance in goal setting. Teachers seem more focused on student data, student achievement, and the progress of all students in their classrooms.(Indicators: H1, H2,H3)

EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan?	The school has a Community and Schools Partner and a volunteer coordinator. They work in unison to ensure the community-based organization activities are aligned with the school improvement plan. It is responsibility of the volunteer coordinator to ensure the effectiveness of the community partnership. (Indicators: D1, D2, D3, D4)
2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.	The Virginia Foundation for Educational Leadership is the external partner for Henderson, Elkhardt, Martin Luther King, Jr., John Marshall and Richmond Alternative. Edison is also in all five of these schools and provide the Literacy and Math Coaches. Cambridge is doing the tripod. There are Internal Facilitators that will assist in building leadership capacity. (Indicators: A4,C7,E1, E2,E3, E5)
3. In what ways are parents involved in the school's improvement efforts and their children's education?	Parent involvement is a concern. The school works in collaboration with the PTA in assuring that the parents are informed and involved in the improvement process. Coffee and Teas are held to share instructional information with the parents. Parent meetings will be held in the neighborhood, this year with hopes of improving parent involvement. Selecting team captains for each neighborhood to be a liaison between the school and community.(Indicator: D3)
STAFFING & RELATIONSHIPS 1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?	The Human Resource specialist screens all applicants to ensure that they meet the minimum requirements. Applicants take an on-line urban perceiver to identify their ability to work in an urban setting. Applicants are then sent out to be interviewed by the administrator. The teachers' certification and personality are both considered when placing applicants with the students. (Indicators: C8, H1)
2. What is your process for implementing the division's teacher evaluation system?	The school administrator goal set with the teacher. Progress is monitored on a monthly basis. A mid-year review of the teacher's goal and p progress is completed and if necessary additional assistance is provided by school based and Central Office Team. New teachers are provided training in the new teacher evaluation process.(Indicators: H1, H2,H3, H4, H5, H6, H8)

3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates. b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.	Successful teachers are identified by their work as denoted by classroom visits, the seven teacher performance standards, student assessment data and conferences with the teachers. Faculty and staff luncheons, faculty and staff outings, public acknowledgements/accolades expressed verbally in meetings, on the website and via media sources comprise the reward system. The implementation of various incentive programs based on student and teacher progress are also used. The administrator also meets staff's needs and ensures that any barriers to effective teaching are removed. High expectation for building leadership capacity is recognized by increasing the number of teachers serving in various leadership roles.(Indicators: H10, H14, H15) b. Teachers in need of support are identified based upon classroom data, the seven teacher performance standards, student assessment data, teacher conferences and student referrals. Formative assessments and strategy implementations are also used to evaluate the success or lack of success of a teacher. Noting what kind of strategies as well as how and when a teacher implements strategies is helpful in identifying teacher weaknesses and targeting the type of Professional Development that is needed to assist him/her. (Indicator: H17)
4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?	The principal reports to the Executive Director of Secondary Instruction. The Director does goal setting and completes a formal observation process through an internal monthly accountability procedure-Charting the Course. Through the internal Charting the Course, the principal demonstrates instructional leadership capabilities. This process assist in determining the administrators ability to follow-up on recommendations made by the Charting the Course Team.(Indicator: H1)
5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?	There is a clear understanding of the roles, duties and responsibilities of each person. There is cohesiveness among all the team members for the betterment of the school. Open lines of communication and trust are evident and assist in the transformation of the school. At time, there is no need for improvement. (Indicator J2)

DECISION-MAKING PROCESS & AUTONOMY 1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?	The administrator has established a School Leadership Team that participates in all decisions related to school improvement efforts, the school vision, and the Indistar Plan. The team is comprised of the principal, assist principals, content and grade level representatives, guidance, district representative/content specialist, Special Education and Title I representative, Literacy and Math coaches. The work of the School Leadership Team is driven by the indicator and tasks outlined in the Indistar plan and twice a month, the team meets to discuss progress towards completing the task in the plan. There is a clear understanding of the roles, duties and responsibilities of each person. There is cohesiveness among all the team members for the betterment of the school. Open lines of communication and trust are evident and assist in the transformation of the school. At times, there is no need for improvement. The administrator has established a School Leadership Team that participates in all decisions related to school improvement efforts, the school vision, and the Indistar Plan. The team is comprised of the principal, assistant
2. What policy or practice barriers still exist to truly support the school in succeeding? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices).	Teacher turnaround and certain Human Resource policies and the division discipline policy. The is a need for additional technology to allow for more accommodation for addressing the Tier Intervention Programs. These are some of the barriers that exists. The new interim Superintendent is revamping the discipline policy. The Chief Academic Officer and the Title I Director are working together to order needed technology. An Human Resource committee has been formed at the district level to research and develop incentives for teachers to remain with the system as well as placing teachers in "at risk" schools.
PHASE OUT PLANNING (specific to Cohort I and II) 1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?	The services that will be maintained are coaching, tiered interventions, leadership teams and incentive programs for students and staff. These will be funded locally. (Indicator: H13) The central administration will look at all funding streams to secure adequate funding. Central office leaders will still provide on-going support to the schools' administrators and Leadership Teams. (Indicator: B2,)

2. What supports from the state would be the most helpful as these federal funds end?	Needed training and additional funding to assist in addressing the instructional needs of students and staff. More training for teachers in the area of rigor.

Required Elements

Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.

School 1 Name:	
Required element	**Response** 0
1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools	**See school's State Report Card. (You do not have to copy and paste responses for this element.)**
2. Student achievement data for the past two years (2010-2011 and 2011-2012) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, econmically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)	**See school's State Report Card. (You do not have to copy and paste responses for this element.)**

c. Total number of minutes in the 2012-2013 school year that all students were required to attend and any additional increased learning time planned for 2013-2014 ***This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.**	**There were 70,200 minutes of instruction last year. There will be an increase of 32,400 minutes for increased learning time for the 2013-2014 school year. (Indicators: J3, J4, J6, J7)**
d. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged	**See School Demographics tab in Indistar.**

5. Analysis of student achievement data with identified areas that need improvement based on 2010-2011, 2011-2012 and preliminary data for 2012-13 Example: Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70). (*Identified areas needing improvement should align with goal setting and action steps in the application powerpoint presentation.) Nonexample: Disadvantaged (reading) 50% Students w/Disabilities (math) 42%	**Reading: 2010--2011: 92%, 2011-2012-91%, 2012-2013: 90%. The annual reading scores are showing an decrease of 1%. This reflects the impact of the revised reading State Standards and assessments. Math: Algebra I 2010-2011: 90% 2011-2012: 63%, 2012-2013: 82%. These scores indicate that there was a significant increase from 2011-2012 to 2012-2013 school year. Geometry 2010-2011: 81%, 2011-2012:34%, 2012-2013:52%. Algebra II 2010-2011: 73%, 2011-2012:30%, 2012-2013:84%. These math scores are indicating significant increase form last year's scores. (Indicators: E8,G3)**
6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess	**1.)The school was built in 1963. 2.)There are 55 classrooms. 3.)There is a full time librarian 13,743 holdings the average of books are 1992, the Athena circulation is used. The seating capacity is 200 with about 10-15 computer stations. 4.) There are two large cafeterias north and south. They are adjacent by a small cafeteria in the center that is being used by teachers or senior students. The kitchen is fully equipped and breakfast and lunch is prepared on site. There are four serving lines in the cafeteria. 5.) There is a full size gymnasium, small weight room and an exercise gym adjacent to the gym. Also additional areas are available outside included for track and football.**

7. Information about the types of technology that are available to students and instructional staff	**Every teacher has a Smart Board document camera and projector. Several teachers and non-SOL teachers have laptops. There are 11 computer labs with approximately 23 computers in each lab.Technology is regularly integrated into instruction. The school also subscribe to on-line data bases to include Great Book wizard, Study Island, and Gizmo.**

8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade or subject for the 2012-2013 school year. This should be an unduplicated count.

Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers	**53**	95%
Teachers (not highly qualified)	3	5%
Teachers with less than 3 years in grade/subject	11	20%
Number of teachers with a provisional license	3	5%

9. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below) Sample: Yrs #Instructional Staff 0 1 1 6 2 4...	Yrs. # of Instructional 0 12 1 3 2 5 3 7 4 3 5 5 6 3 7 2 8 4 9 1 10 1 11 0 12 1 13 0 14 0 15 3 16 3 17 1 18 0 19 0 20 0 21 0 22 1 32 1

Required Elements

Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.

Required element	Response
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	The district literacy and math teams are responsible for monitoring and training the literacy and math instruction. Training will be done for all English/Language Art and math teachers, the principal and the assistant principals. Literacy and math team members will monitor the effectiveness of the start-up then monitor on a monthly basis. Literacy and math teams will review teachers on a monthly basis and more if needed. Additional training will be held throughout the year to ensure effective strategies. Each school's literacy and math teams will develop an incentive program to encourage students' participation, There will be a district-wide literacy and math review to determine strengths and weaknesses to the fidelity of the plan. Course corrections will be implemented as needed and
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	The Virginia Foundation for Educational Leadership was selected as the Lead Turnaround Partner. Edison and Cambridge were selected as external providers. They were selected because of their success across the State as approved external providers. The district designated the Internal Lead Partner based on experience and ability as well as recommendations from the Virginia Department of Virginia. (Indicators: E1, E2, E3)
3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.	The division's annual goal for student achievement on the state's assessments in reading and mathematics is to meet and/or exceed the state's benchmark of 75% rate for reading and 70% pass rate for mathematics. Also to ensure that tiered instructional support is provided, the district and the schools administer on-going common formative assessments. Assessment data identify students in need of tier 2 and 3 interventions. Division Charting the Course members conduct monthly school visits to monitor rigor, differentiated instruction, curriculum alignment, and full implementation of the transformational strategies/programs. (Indicator: B3)
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	The district is in the process of hiring a School Improvement Manager to work with the Division Leadership Team to meet the needs of all priority schools. English and Math coaches have been hired of all cohorts for Tier I schools. (Indicator:B4)

Required Elements	
Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	To ensure continued support of the reform model chosen, the local school board is kept informed. The local board approved the reform model chosen. The local school board is provided with data and updates about the progress of the schools. At nine week reviews, each school administrator shares their instructional decisions and plans with their division contact who in turn provides that information to the School Board. (Indicators: D1,D2,D3, D4)
2. Steps taken to secure the support of the parents for the reform model selected	The school will use the following venues to inform and secure parental support for the reform model: • Coffee with the Principal • Parent/SOL Boot camp • New student orientation
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	Based on the schools' needs, school level and division level staff, LTP, and the state liaison will collaborate to determine if using funds to hire staff is necessary. Professional development and coaching of existing staff may be the necessary step to improve student performance or meet an objective. Therefore, instead of hiring staff, funds will primarily be used for providing consultants to help build capacity with existing staff. If hiring of staff is needed with funds, then it will be for a position that can be sustained with other funding sources after the grant ends or for a temporary position in which the employee understands that the position will end once grant funding ends.
4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	Charting the Course and Indistar reports, along with the continued examination of data, determination of the success of tiered interventions, and monitoring of instruction, assist with the identification of areas of need. Adjustments are made as determined by the effectiveness of the programs. Those programs evidencing success are maintained, whereas those proven ineffective are discontinued.

Required Elements **Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.**	
Required element	**Response**
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	The district literacy and math teams are responsible for monitoring and training the literacy and math instruction. Training will be done for all English/Language Art and math teachers, the principal and the assistant principals. Literacy and math team members will monitor the effectiveness of the start-up then monitor on a monthly basis. Literacy and math teams will review teachers on a monthly basis and more if needed. Additional training will be held throughout the year to ensure effective strategies. Each school's literacy and math teams will develop an incentive program to encourage students' participation, There will be a district-wide literacy and math review to determine strengths and weaknesses to the fidelity of the plan. Course corrections will be implemented as needed and
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	The Virginia Foundation for Educational Leadership was selected as the Lead Turnaround Partner. Edison and Cambridge were selected as external providers. They were selected because of their success across the State as approved external providers. The district designated the Internal Lead Partner based on experience and ability as well as recommendations from the Virginia Department of Virginia. (Indicators: E1, E2, E3)
3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.	The division's annual goal for student achievement on the state's assessments in reading and mathematics is to meet and/or exceed the state's benchmark of 75% rate for reading and 70% pass rate for mathematics. Also to ensure that tiered instructional support is provided, the district and the schools administer on-going common formative assessments. Assessment data identify students in need of tier 2 and 3 interventions. Division Charting the Course members conduct monthly school visits to monitor rigor, differentiated instruction, curriculum alignment, and full implementation of the transformational strategies/programs. (Indicator: B3)
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	The district is in the process of hiring a School Improvement Manager to work with the Division Leadership Team to meet the needs of all priority schools. English and Math coaches have been hired of all cohorts for Tier I schools. (Indicator:B4)

Required Elements **Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.**	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	To ensure continued support of the reform model chosen, the local school board is kept informed. The local board approved the reform model chosen. The local school board is provided with data and updates about the progress of the schools. At nine week reviews, each school administrator shares their instructional decisions and plans with their division contact who in turn provides that information to the School Board. (Indicators: D1,D2,D3, D4)
2. Steps taken to secure the support of the parents for the reform model selected	The school will use the following venues to inform and secure parental support for the reform model: • Coffee with the Principal • Parent/SOL Boot camp • New student orientation
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	Based on the schools' needs, school level and division level staff, LTP, and the state liaison will collaborate to determine if using funds to hire staff is necessary. Professional development and coaching of existing staff may be the necessary step to improve student performance or meet an objective. Therefore, instead of hiring staff, funds will primarily be used for providing consultants to help build capacity with existing staff. If hiring of staff is needed with funds, then it will be for a position that can be sustained with other funding sources after the grant ends or for a temporary position in which the employee understands that the position will end once grant funding ends.
4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	Charting the Course and Indistar reports, along with the continued examination of data, determination of the success of tiered interventions, and monitoring of instruction, assist with the identification of areas of need. Adjustments are made as determined by the effectiveness of the programs. Those programs evidencing success are maintained, whereas those proven ineffective are discontinued.

Tab 8: School 7 Reflections and Planning
and Required Elements

School 7 Name:	Martin Luther King, Jr. Middle School
Reflections and Planning **Use this tab to reflect on the past year's improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.**	
Question	**Response**
Future Goals: 1. Please list 5 goals for the upcoming school year:	By June 2014, MLKing Middle School will meet AMO and SOL Accreditation Targets in mathematics and reading as documented by the SOL End of Course Results Full Accreditation. (Indicator G3, K5, K6, H2) By June 2014, MLKing Middle School will Improve School Wide Discipline as measured by a 10% reduction in student referrals and out of school suspensions.(Iindicators: D5, G2,G3) By June 2014, MLKing Middle School will Improve its Professional Learning Community among teachers as documented by department and grade level agendas and staff surveys.(Iindicators: D5, G5,G6, I10) By June 2014, MLKing Middle School will Increase student Intervention and support as measured by teachers' weekly intervention logs (Indicators: TAO3.,K5, K6, K7) By June 2014, MLKIng Middle School will increase School - Community Relationships as measured by attendance logs at various school events, surveys, Parent and Visitor Sign-In, and PTA membership and projects.(Indicators: D1, D2,
School Climate: 1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? b. What were the most successful strategies used to change the school climate? c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.	a. There is a sense of order and procedures at the start of this school year. Student transitions are beginning to be established. Students movement to the cafeteria and back to the classroom areas are very encouraging. The climate in the cafeteria has improved greatly. Student entering the cafeteria, waiting for teachers to signal them to leave and departing the cafeteria have improved significantly. Teachers are starting with a sense of focus on teaching procedures and behaving with consistency. The is a greater presence of staff in the hallways and in the cafeteria during transitions. (Indicators: D5, G2) The Summer Institute facilitated by the Staff Development Committee was instrumental in setting the direction and providing insight and practices to be implemented at the start of the school year. Teachers received information concerning Positive Behavior Intervention and Support (PBIS) and the importance of a collective effort. A PBIS workshop was also presented at the opening week with teachers to deepen the insight and to serve as a follow up and to strengthen the value of the teaching of procedures, communicating expectations and developing school wide and classroom norms. The administrative team has emphasized the need for everyone, everyday, enforce all of the rules and expectations all of the time. Each grade level team was charged with the responsibility of devising team procedures which each team member is expected to teach and reinforce. Classroom rules were developed and posted in each classroom. The administration is expected to persistently insist upon the strict adherence of school

2. Are there any anticipated barriers to further improving the school climate?	he anticipated barrier is the number of substitute teachers we currently have within the building. There are ten substitutes at the start of the school year. The Human Resources Department has been urged to help MLKing fill these positions with quality licensed teachers. Students that are considered habitual discipline offenders may also be a barrier hindering MLKings school climate.
PROCESS STEPS / ATMOSPHERE OF CHANGE 1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?	The Leadership Team consisting of the principal, assistant principals, content and grade level representatives, guidance, district representatives/content specialists, Special Education and Title I representatives, Literacy and Math coaches meet twice a month to discuss, review and analyze data to determine instructional focus and approaches. Members of the leadership team are responsible for disseminating information from the leadership team meetings to the grade level weekly team meetings. In addition, leadership team members are to report back to the team any information derived from the grade level teams. (Indicators: D1, D3) 1b. Leadership Team members are responsible for receiving and disseminating information and decisions to their colleagues through their instructional and grade level team meetings. There is a renewed spirit to rekindle the PTA and to meet monthly with them. There is also a focus to create a student leadership committee to represent the student body to engage students in learning about democracy and leadership and to solicit there input and support. (Indicatotrs: D2, D3, G2) Decisions are also shared at faculty and instructional meetings, weekly updates, PTA and Partnership meetings, and
2. How are responsibilities divided amongst the team members?	Deliverables are determined based on leadership skill, content area expertise as well as assigned Indicator tasks from Indistar. Responsibilities are also assigned by school administrators based on the interest and expertise of the team members. Decisions are communicated in a number of ways to MLKings stakeholders. It is important to communicate with clarity and often.(Indicators: D2,D3,& G2)
3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?	Strategies are monitored at two levels. Division-Charting the Course, where the central offices support team visits schools to monitor implementation of strategies and practices as well as ensure fidelity to the process. The External Lead partners and the Literacy and Math coaches provide feedback. The school base administrator monitors the process by conducting walk-throughs and formal observations and formative assessments. The school Leadership Team monitors the data bi-monthly to determine the effectiveness of the implementation of strategies used to raise student achievement. If the strategies do not seem to be working, the "Charting the Course" personnel makes

Tab 8: School 7 Reflections and Planning
and Required Elements

INSTRUCTION 1. How are students identified as needing additional support in reading and mathematics? (TA01)	Triangulation of data is used to include SOL scores, Benchmark Assessments, Tenmarks Math Program, Reading readiness assessment, report card grades as well as level setting/Achieve 3000. In math, Algebra Readiness, SOL scores, formative assessments, Benchmark assessments, and progress monitoring by the teachers are used. The data is reviewed by the instructional leadership team and the classroom teacher to determine which Tier intervention the students will receive. Students are also given additional support in Reading and math by meeting the accommodations outlined in their Individualize Education Plan (IEP). (TA01,K5,
2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?	a. Teachers differentiated learning activities for students in Tier 1 instruction is done by providing multiple assignments within each unit, tailored for students of different levels of achievement. Allowing students to choose, with the teacher's guidance, ways to learn and how to demonstrate what they have learned. Permitting students to opt out of material they already know and progress at their own pace through new material. Structuring class assignments so they require high levels of critical thinking but permit a range of responses. Having high expectations for all students. Creating learning centers with activities geared to different learning styles, readiness and levels of interest. Providing students with opportunities to explore topics in which they have strong interest and find personal
3. How did student achievement goal setting (Standard 7 of *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers*) impact classroom instruction?	Teachers were trained in the new teacher evaluation. A team of teachers and leadership wrote the teacher evaluation handbook. All principals were trained on how to work with their teachers in developing goal setting standards. The standards were reviewed with the teacher and school base administrator and were refined as needed. Teachers were more focused on student data, student achievement, and the progress of all students in their classrooms. (Indicators: E8,H1,H2)

Tab 8: School 7 Reflections and Planning
and Required Elements

EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan?	The school has a Community and Schools Partner and a volunteer coordinator. They work in unison to ensure the community-based organization activities are aligned with the school improvement plan. It is responsibility of the volunteer coordinator to ensure the effectiveness of the community partnership. There are a number of community based organizations involved in the school's improvement plan. The Boys' and Girls' Club which is at the forefront of youth development -- working with young people from disadvantaged economic, social and family circumstances in the areas of character and leadership development, education and career development, health and life skills, the arts and sports, fitness and recreation. Our PTA plays an important role in engaging families, teachers and children to
2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.	The Virginia Foundation for Educational Leadership is the external partner for Henderson, Elkhardt, Martin Luther King, Jr., John Marshall and Richmond Alternative. Edison is also in all five of these schools and provide the Literacy and Math Coaches. Cambridge is doing the tripod. There are Internal Facilitators that will assist in building leadership capacity. (Indicators: E1, E2, E5)
3. In what ways are parents involved in the school's improvement efforts and their children's education?	Parent involvement is a concern. The school works in collaboration with the PTA in assuring that the parents are informed and involved in the improvement process. Coffee and Teas are held to share instructional information with the parents. Math and Literary Night will be provided. Community in Schools will provide opportunities for parent partnerships through monthly workshops with topics such as: Budgeting, How to Help Your Child at Home, Family Financing, etc.(Indicators: D1, D3, D6)
STAFFING & RELATIONSHIPS 1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?	The Human Resource specialist screens all applicants to ensure that they meet the minimum requirements. Applicants take an on-line urban perceiver to identify their ability to work in an urban setting. Applicants are then sent out to be interviewed by the administrator. The teachers' certification and personality are both considered when placing applicants with the students.(Indicators: C5, H2)
2. What is your process for implementing the division's teacher evaluation system?	The school administrator goal set with the teacher. Progress is monitored on a monthly basis. A mid-year review of the teacher's goal and progress is completed and if necessary additional assistance is provided by school based and Central Office Team. Staff was trained and given an overview of the teacher performance evaluation system. Staff is expected to use last year's data in the development of their individual goals for the school year. Along with the training the teachers were provided a copy of the TPES manual on a flash drive. (Indicators: H5, H6)

Tab 8: School 7 Reflections and Planning
and Required Elements

3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates. b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.	Successful teachers are identified by their work as denoted by classroom visits, the seven teacher performance standards, student assessment data and conferences with the teachers. Faculty and staff luncheons, faculty and staff outings, public acknowledgements/accolades expressed verbally in meetings, on the website, via media resources comprise the reward system. The implementation of various incentive programs based on student and teacher progress are also used. (H14, H15) b. Teachers in need of support are identified based upon classroom data, the seven teacher performance standards, student assessment data and teacher conferences. Formative assessments and strategy implementations are also used to evaluate the success or lack of success of a teacher. Noting what kind of strategies as well as how and when a teacher implements strategies is helpful in identifying teacher weaknesses and targeting the type of Professional Development that is needed to assist him/her. MLKing identify teachers who need support through teacher observations, reviewing results on interim & benchmark assessments, and student and parent concerns. The administrative team and department leader will offer support to improve professional practice(s) through focused conferences and meetings, professional articles, modeling, mentoring, peer observations, book reviews, shadowing colleague(s), attending workshops, referral to educational specialist support and site based professional training.(Indicators: H16, H21, I9)
4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?	The principal reports to the Executive Director of Secondary Instruction. The Director does goal setting and completes a formal observation process through an internal monthly accountability procedure-Charting the Course. Through the internal Charting the Course, the principal demonstrates instructional leadership capabilities. This process assist in determining the administrators ability to follow-up on recommendations made by the Charting the Course Team. (Indicators: I8,H17)
5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?	The relationship between the external lead partner and the principal can be described as very collegial and positive. The external partner provides targeted support to the principal and her administrative team. The principal has been very responsive to the recommendations of the state facilitator and is willing to consider the various suggestions given to improve the school program and student achievement. Communication has been smooth and on-going. There is a level of trust and a great deal of respect between the principal and state facilitator. The principal has involved the external lead partner in major decisions concerning personnel matters, instructional focus, analysis of data, student issues, school climate and staff development, etc. The relationship can improve with increased time at MLK. Currently, the visits are twice a week. (Indicator A4)

Tab 8: School 7 Reflections and Planning
and Required Elements

DECISION-MAKING PROCESS & AUTONOMY 1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?	The administrator has established a School Leadership Team that participates in all decisions related to school improvement efforts, the school vision, and the Indistar Plan. The team is comprised of the principal, assist principals, content and grade level representatives, guidance, district representative/content specialist, Special Education and Title I representative, Literacy and Math coaches. The work of the School Leadership Team is driven by the indicator and tasks outlined in the Indistar plan and twice a month, the team meets to discuss progress towards completing the task in the plan. The administrative team involves department chairs, grade level leaders and the leadership team to have input in the decision making process. Teachers have the ability to share concerns with their teacher leaders and shared at the leadership meeting with the administration. There are a number of school committees and teams designed to impact all school wide programs and strategies / practices.(Indicators: K1,K2)
2. What policy or practice barriers still exist to truly support the school in succeeding? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices).	teacher turnaround and certain Human Resource policies and the division discipline policy. There is a need for additional technology to allow for more accommodation for addressing the Tiered Intervention Programs. These are some of the barriers that exists. The new interim Superintendent is revamping the discipline policy. The Chief Academic Officer and the Title I Director are working together to order needed technology. A Human Resource committee has been formed at the district level to research and develop incentives for teachers to remain with the system as well as placing teachers in "at risk" schools. (Indicators: A2, B1)
PHASE OUT PLANNING (specific to Cohort I and II) 1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?	The services that will be maintained are coaching, tiered interventions, leadership teams and incentive programs for students and staff. These will be funded locally. The central administration will look at all funding streams to secure adequate funding. Central office leaders will still provide on-going support to the schools' administrators and Leadership Teams. (Indicators: H13, J3)

2. What supports from the state would be the most helpful as these federal funds end?	Needed training and additional funding to assist in addressing the instructional needs of students and staff.
Required Elements **Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.**	
School 1 Name:	0
Required element	**Response**
1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools	**See school's State Report Card. (You do not have to copy and paste responses for this element.)**
2. Student achievement data for the past two years (2010-2011 and 2011-2012) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, econmically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)	**See school's State Report Card. (You do not have to copy and paste responses for this element.)**

c. Total number of minutes in the 2012-2013 school year that all students were required to attend and any additional increased learning time planned for 2013-2014 ***This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.**	**75,600 minutes**	**2012-13**	**10,800 minutes in the after school planned for 2013-14 (Indicators: J3, J4, J6, J7)**
d. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged	**See School Demographics tab in Indistar.**		

5. Analysis of student achievement data with identified areas that need improvement based on 2010-2011, 2011-2012 and preliminary data for 2012-13 Example: Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70). (*Identified areas needing improvement should align with goal setting and action steps in the application powerpoint presentation.) Nonexample: Disadvantaged (reading) 50% Students w/Disabilities (math) 42%	**2010-2011;2011-2012, and 2012-2013** **Area 1: Annual reading scores reflect a consistent decline in the pass rate (71%,61%, 28%) in the All category from the 2010-2011,2011-2012, and 2013-2013 school years . At the sixth grade level for the same time periods, the pass rate for reading remained consistent at 55% for the 2010-2011 and 2011-2012, but there was a lower pass rate at grade six, 23% for 2012-2013. At the seventh grade level for the 2010-2011, 2011-2012, and 2012-2013 there was a consistent decline in the pass rate, (70%, 57%,34%). At grade eight for the same three year period, reading scores declined (81%, 55%, 21%).** **Area 2: Annual Math scores reflect a decline in the all category for 2010-2011 and 2011-2012 pass rates, (57% and 17%). There was a higher pass rate for the 2012-2013 test year in the All category, (31%). The pattern of decline for the 2010-2011 and 2011-2012 test year and then slightly higher pass rates for the 2012-2013 test year is also seen for grades six, seven, and eight math, (grade 6: 37%,16%,33%; grade 7: 53%,3%,8%; and grade 8: 67%,16% and 23%).** **Area 3: Annual Science scores reflect a consistent decline in the pass rate at grade 8 for the 2010-2011,2011-2012,2012-2013 test years, (77%,52%, and 31%).** **Area 4: Annual History scores for the All category and at grade six, decline for the 2010-2011 and 2011-2012 test years, but there is a higher pass rate for the 2012-2013 test year compared to the previous year (All: 58,38,46 percent/ Grade 6: 48,22,49 percent). History for grades 7 and 8 during the same testing period reflect continued decline in scores over time (Grade 7: 55,47, 36 percent/ Grade 8: 76,43,41 percent).** **Improvement is needed in the areas of math and reading at all grade levels to meet AMO and Accreditation benchmarks. Improvement is also needed in 08 science and History 06 07 and 08 to meet accreditation**
6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess	**MLKing Middle School was constructed in 1964 (Originally Mosby Middle School). There are currently forty-seven classrooms in MLKing. MLKing is operating at approximately 1/3 of the space of the original building due to the construction of the new MLKing Middle School which is adjacent to the current facility. The library is divided into two halves (Section I: Front Office Space) & (Section II: Rear Library Area). Due to the new construction, the Auxiliary Gym is now used as the serving area where our students receive their lunches. Lunches are consumed by the students in the Auxiliary Gym as well as in the main gymnasium where portable tables are available. Our gymnasium is an average size middle school gym with bleachers. There is a track, football and soccer size field behind the school.(Indicators: E8,G3)**

7. Information about the types of technology that are available to students and instructional staff	**MLKing Middle School has the following technology available to students and the instructional staff >Smart Boards(48), Document Camera (6), LCD Projectors (22), Lap Tops(36), Desk Tops (115) and IPads (26).**

8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade or subject for the 2012-2013 school year. This should be an unduplicated count.

Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers	54	0.83
Teachers (not highly qualified)	11	0.17
Teachers with less than 3 years in grade/subject	16	0.24
Number of teachers with a provisional license	15	0.23

9. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below)

Sample:

Yrs	#Instructional Staff
0	1
1	6
2	4...

Number of Years	Number of Instructional Staff
1	7
2	9
3	7
4	4
5	2
6	1
8	3
9	1
10	1
11	3
17	1
19	2
21	2
23	1
29	2
30	2
36	2
38	2
40	2

This does not include the Long Term Substitutes (11) currently in the building. With the Long Term Substitutes, the instructional staff number would be sixty-five.

9. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below) Sample: Yrs #Instructional Staff 0 1 1 6 2 4...	Number of Years	Number of Instructional Staff
	1	7
	2	9
	3	7
	4	4
	5	2
	6	1
	8	3
	9	1
	10	1
	11	3
	17	1
	19	2
	21	2
	23	1
	29	2
	30	2
	36	2
	38	2
	40	2
	This does not include the Long Term Substitutes (11) currently in the building. With the Long Term Substitutes, the instructional staff number would be sixty-five.	

Required Elements **Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.**	
Required element	**Response**
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	The district literacy and math teams are responsible for monitoring and training the literacy and math instruction. Training will be done for all English/Language Art and math teachers, the principal and the assistant principals. Literacy and math team members will monitor the effectiveness of the start-up then monitor on a monthly basis. Literacy and math teams will review teachers on a monthly basis and more if needed. Additional training will be held throughout the year to ensure effective strategies. Each school's literacy and math teams will develop an incentive program to encourage students' participation, There will be a district-wide literacy and math review to determine strengths and weaknesses to the fidelity of the plan. Course corrections will be implemented as needed and
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	The Virginia Foundation for Educational Leadership was selected as the Lead Turnaround Partner. Edison and Cambridge were selected as external providers. They were selected because of their success across the State as approved external providers. The district designated the Internal Lead Partner based on experience and ability as well as recommendations from the Virginia Department of Virginia.(Indicators: E1, E2, E3)
3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.	The division's annual goal for student achievement on the state's assessments in reading and mathematics is to meet and/or exceed the states' benchmark of 75% rate for reading and 70% pass rate for mathematics. Also to ensure that tiered instructional support is provided, the district and the schools administer on-going common formative assessments. Assessment data identify students in need of tier 2 and 3 interventions. Division Charting the Course members conduct monthly school visits to monitor rigor, differentiated instruction, curriculum alignment, and full implementation of the transformational strategies/programs. (Indicator: B3)
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	The district is in the process of hiring a School Improvement Manager to work with the Division Leadership Team to meet the needs of all priority schools. English and Math coaches have been hired of all cohorts for Tier I schools.(Indicator: B4)

Required Elements **Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.**	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	To ensure continued support of the reform model chosen, the local school board is kept informed. The local board approved the reform model chosen. The local school board is provided with data and updates about the progress of the schools. At nine week reviews, each school administrator shares their instructional decisions and plans with their division contact who in turn provides that information to the School Board. (Indicators:D1, D2, D3, D4)
2. Steps taken to secure the support of the parents for the reform model selected	MLKing Middle School will continue to secure the support of parents. Parents were informed of our position as a school in improvement and of the efforts toward our reform in our initial letter to parents at the beginning of this school year. We also provided additional information to our parents at our "Back to School Night" event. Parents continue to be informed of our efforts to improve achievement through periodic communication such as parent
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	The school will work in conjunction with its Human Resources Department to hire highly qualified personnel. (Indicators: I11, K2)
4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	State department oversight is an inherent part of the process of the implementation the chosen model. Ongoing review of the model and the effectiveness of implementation is provided through the state designee assigned to the school. An analysis of ongoing ability of the school to achieve growth in attaining the current indicators of progress and a review of expectation of continued resources provide the requisite information for the state school designee to assist the school in determining if the capacity exists to continue implementation of the model

Tab 9: School 8 Reflections and Planning
and Required Elements

School 8 Name:	Richmond Alternative School
Reflections and Planning **Use this tab to reflect on the past year's improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.**	
Question	**Response**
Future Goals: 1. Please list 5 goals for the upcoming school year:	1. By June 2013-20114, both reading and math scores on SOL tests will increase by 20% as evidenced by the SOL test results. (Indicator G3, K5, K6, H2) 2. By June 2013-2014, school attendance will increase by 10% as evidenced by the attendence record for the 2013-2014 school year. (Indicators: G3, J2) 3. By June 2013-2014, the school disipline referrals will decrease by 10% as eveidenced by the STudent Incident Report. (Indicators: K11,G2,) 4. By June 2013-2014, there will be an averaged increase of 10% in the AMOS for all subgroups as evidenced by the State Assessment AMO's results report. (Indicator G3, K5, K6, H2) 5. By June 2013-2014, parental involvement will be increased by 10% as evidenced by school activitiy (PTA, parent-teacher conferences)logs.(Indicators: J3, D3,)
School Climate: 1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? b. What were the most successful strategies used to change the school climate? c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.	During the past year, the school was administered by a private vendor (Success Schools). The school climate was poor. School was uninviting and students did not feel welcomed. Major emphasis was placed on discipline and was very negative and promoted student resistance. At this time, some of the climate has changed for the best since the school will be under managed by the school system and not be a private vendor. Students are feeling more welcomed and strategies to enhance the climate are being considered by the Interim administrator and staff. b. Successful strategies that improved climate are difficult to identity but physical conditions of the building was improved. c. The lack of experienced staff and training was a major reason that strategies were not successful. The school has a new staff for the present year and climate should improve. (Indicators: D5, G2)

2. Are there any anticipated barriers to further improving the school climate?	School is in the process of being reorganized by the school division. Due to the failures of the past vendor, the school has been left with numerous problems regarding school climate, especially in the area of student behavior. Proiblems will be addressed and over time improvements will occur.
PROCESS STEPS / ATMOSPHERE OF CHANGE 1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?	The Transformational Leadership Team consisting of the principal, assist principals, content and grade level representatives, guidance, district representative/content specialist, Special Education and Title I representative, Literacy and Math coaches meet twice a month to discuss, review and analyze data to determine instructional focus and approaches. (Indicator D1, D3)1b. Leadership Team members are responsible for receiving and disseminating information and decisions to their colleagues through their instructional and grade level team meetings. Decisions are also shared at faculty and instructional meetings, weekly updates, PTA and Partnership meetings, and newsletters. At nine week reviews, each school administrator shares their instructional decisions and plans with their division contact who in turn provides that information to the School Board. Decisions are communicated with staff in a weekly "Principal's Agenda" publication received both in print and email. They are also communicated weekly during grade level team meetings with an Administrator. They can be communicated via memo or by a conversation with the grade level Lead Teacher or Content Lead Teacher. (Indicators: D2, D3, G2)
2. How are responsibilities divided amongst the team members?	Deliverables are determined based on leadership skill, content area expertise as well as assigned Indicator tasks from Indistar. Responsibilities are also assigned by school administrators based on the interest and expertise of the team members. (Indicators: D2,D3,& G2)
3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?	Strategies are monitord by the division, the school administration, external lead partners, and by subject area coaches. Careful monitoring is constantly being done and the School Leaderhip Team reviews data on a bi-monthly basisi to determine the effectiveness of strategies and recommends adjustments if needed. Careful monitoring of interventions to insure they are being implemented with fidelity is ongoing.

Tab 9: School 8 Reflections and Planning
and Required Elements

INSTRUCTION 1. How are students identified as needing additional support in reading and mathematics? (TA01)	The use of data is of prime importance. This includes: SOL scores, benchmark assessments, reading readiness assessment, report card grades, Algebra Readiness, formative assessments and continuous monitoring by staff. Data is reviewed and students are assigned to appropriate Tier Interventions. Students are also given additional support by addressing what is included in their Individual Education Plan (IEP)..(Indicators: K5, K6, K7)
2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?	2a.Teachers through formative assessments, determine the needs of students and plan instruction to meet those needs. The instruction is provided through small groups and individual assistance at times. B. Formative asserssments : Content teachers wrok together to develop commonassessmenta and review them for rigor and fidelity. Formative assessments are utilized by the administration, Leadership Team, instructional team, and Department teams to develop intervention and regular instructional plans. School programs, staff, and students are also evaljuated using the formative assessments.(Indicators: TAO2, K4, K6)
3. How did student achievement goal setting (Standard 7 of *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers*) impact classroom instruction?	Teachers were trained in the new teacher evaluation. A team of teachers and leadership wrote the teacher evaluation handbook. All principals were trained on how to work with their teachers in developing goal setting standards. The standards were reviewed with the teacher and school base administrator and were refined as needed. Teachers were more focused on student data, student achievement, and the progress of all students in their classrooms.(Indicators: H1, H2,H3)

EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan?	The school has a Community and Schools Partner and a volunteer coordinator. They work in unison to ensure the community-based organization activities are aligned with the school improvement plan. It is responsibility of the volunteer coordinator to ensure the effectiveness of the community partnership.(Indicators: D3, J3)
2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.	The Virginia Foundation for Educational Leadership is the external partner for Henderson, Elkhardt, Martin Luther King, Jr., John Marshall and Richmond Alternative. Edison is also in all five of these schools and provide the Literacy and Math Coaches. Cambridge is doing the tripod. There are Internal Facilitators that will assist in building leadership capacity. (Indicators: E1, E5)
3. In what ways are parents involved in the school's improvement efforts and their children's education?	Parent involvement has been very poor. Present administration is working on strategies to get more parents involved in their children's education.(Indicator: D3)
STAFFING & RELATIONSHIPS 1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?	The Human Resource specialist screens all applicants to ensure that they meet the minimum requirements. Applicants take an on-line urban perceiver to identify their ability to work in an urban setting. Applicants are then sent out to be interviewed by the administrator. The teachers' certification and personality are both considered when placing applicants with the students.(Indicators: C8, H17)
2. What is your process for implementing the division's teacher evaluation system?	The school administrator goal set with the teacher. Progress is monitored on a monthly basis. A mid-year review of the teacher's goal and progress is completed and if necessary additional assistance is provided by school based and Central Office Team.(Indicators: H5, H6)

3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates. b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.	At the present time there is no formal program to reward teachers for their accomplishments. The new school administration along with the School Leadership Team has this as an imnprotant priority as they progress. B. Teachers in need ofd suport are identified based upon classroom data as well as performance on the seven teacher standards . Professional development is provided dto teachers in need ofd assistance..(Indicators: H16, H21, I9)
4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?	The principal reports to the Executive Director of Secondary Instruction. The Director does goal setting and completes a formal observation process through an internal monthly accountability procedure-Charting the Course. Through the internal Charting the Course, the principal demonstrates instructional leadership capabilities. This process assist in determining the administrators ability to follow-up on recommendations made by the Charting the Course Team.(Indicator: H1)
5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?	Roles, duties and responsibilities are clearly defined for each person. All are committed to the improvement of the school. Leadership Team members are assigned specific task, that they are interested in or that they have expertise in that are found in the School Improvement Plan/ Indistar. This process will be improved this year with a new administration and staff dedicated to helping all our students.(Indicator: J2)

Tab 9: School 8 Reflections and Planning
and Required Elements

DECISION-MAKING PROCESS & AUTONOMY 1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?	The administrator has established a School Leadership Team that participates in all decisions related to school improvement efforts, the school vision, and the Indistar Plan. The team is comprised of the principal, assistant principals, content and grade level representatives, guidance, district representative/content specialist, Special Education and Title I representative, Literacy and Math coaches. The work of the School Leadership Team is driven by the indicator and tasks outlined in the Indistar plan and twice a month, the team meets to discuss progress towards completing the task in the plan.(Indicators: K1,K2, D1, F1, F2)
2. What policy or practice barriers still exist to truly support the school in succeeding? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices).	The biggest barrier is placing teachers in an at-risk school such as Richmond Alternative. In addition, there is a need to revise the division dicipline policy.
PHASE OUT PLANNING (specific to Cohort I and II) 1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?	The services that will be maintained are coaching, tiered interventions, leadership teams and incentive programs for students and staff. These will be funded locally. The central administration will look at all funding streams to secure adequate funding. Central office leaders will still provide on-going support to the schools' administrators and Leadership Teams. (Indicators: H13, J3)

2. What supports from the state would be the most helpful as these federal funds end?	Needed training and additional funding to assist in addressing the instructional needs of students and staff.
Required Elements **Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.**	
School 1 Name:	0
Required element	**Response**
1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools	**See school's State Report Card. (You do not have to copy and paste responses for this element.)**
2. Student achievement data for the past two years (2010-2011 and 2011-2012) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, econmically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)	**See school's State Report Card. (You do not have to copy and paste responses for this element.)**

c. Total number of minutes in the 2012-2013 school year that all students were required to attend and any additional increased learning time planned for 2013-2014 ***This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.**	**There were over 70,000 minutes of instruction this past year. There will be anb increas of 20,000 minutes for this present year.(Indicators: J3, J4, J6, J7)**
d. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged	**See School Demographics tab in Indistar.**

5. Analysis of student achievement data with identified areas that need improvement based on 2010-2011, 2011-2012 and preliminary data for 2012-13 Example: Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70). (*Identified areas needing improvement should align with goal setting and action steps in the application powerpoint presentation.) Nonexample: Disadvantaged (reading) 50% Students w/Disabilities (math) 42%	**Reading: 2010-2011:58%, 2011-2012: 57%, 2012-2013: 54%. Reading scores are very poor and improving scores is a top priority. Math:2010-2011: 50%, 2011-2012: 47%, 2012-2013: 41%. Math scores are also very poor and continue to decline, With the division taking back the administration of the school, there must be improvement. As noted, behavioral issues are the largest barrier for this school and it will be addressed.(Indicators: J3, J4, J6, J7)**
6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess	**1. The Alternative School was built in 1922. The square footage and capacity for the building is 25,000 sq. ft. 2. There are 8 classrooms on the second floor and 8 classrooms for high school students on the third follor. There are 3 elective classrooms: one for art and 2 technology classes. The first floor contains the auditorium and a cafeteria. 3. Library Media/Resource Center is located on the second floor. It contains shelved books an open area with 8 computers, tables and chairs. There ia also an area in the reatr tha has several tables and chairs for small meetings or conferences. The square footage is 2,463 sq. ft. 4. Cafeteria is locaated in the lower level. It has round tables and 5-6 chairs per table. 5. Auditorium is where the Health and physical educadtion classes are held. There is a square footage of 5,499 sq. ft. with the capcity of 550. There is limited storage space for equipment, there is a basketball hoop outside near the building but no other outdoor facilities (ie., football field, tennis courts, etc.)**

7. Information about the types of technology that are available to students and instructional staff	

8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade or subject for the 2012-2013 school year. This should be an unduplicated count.

Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers	**34 General Ed, 13 SPED**	51% General Ed, 19% SPED
Teachers (not highly qualified)	19	28%
Teachers with less than 3 years in grade/subject	16	24%
Number of teachers with a provisional license	3	4%

Tab 9: School 8 Reflections and Planning
and Required Elements

9. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below) Sample: Yrs #Instructional Staff 0 1 1 6 2 4...	Years Instructional Staff 1 1 2 1 3 2 7 2 8 2 10 3 11 3 13 2 14 1 15 1 16 1 26 1 34 1 44 1

Required Elements **Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.**	
Required element	**Response**
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	The district litetracy and math teams are responsible for monitoring and training the litetracy and math instruction. Training will be done for all English/Language Art and math teachers, the principal and the assistant principals. Literacy and math team members will monitor the effectiveness of the start-up then monitor on a monthly basis. Literacy and math teams will review teachers on a monthly basis and more if needed. Additional training will be held throughout the year to ensure effective strategies. Each school's literacy and math teams will develop an incentive program to encourage students' participation, There will be a district-wide literacy and math review to determine strenghs and weaknesses to the fidelity of the plan. Course corrections will be implemented as needed and
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	The Virginia Foundation for Educational Leadership was selected as the Lead Turnaround Partner. Edison and Cambridge were selected as external providers. They were selected because of their success across the State as approved external providers. The district designated the Internal Lead Partner based on experience and ability as well as recommendations from the Virginia Department of Virginia.(Indicators: E1, E2, E3)
3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.	The division's annual goal for student achievement on the state's assessments in reading and mathematics is to meet and/or exceed the states's benchmark of 75% rate for reading and 70% pass rate for mathematics. Also to ensure that tiered instructional support is provided, the district and the schools administer on-going common formative assessments. Assessment data identify students in need of tier 2 and 3 interventions. Division Charting the Course members conduct monthly school visits to monitor rigor, differentiated instruction, curriculum alignment, and full implementation of the transformational strategies/programs. (Indicator: B3)
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	Division will hire a school turnaround manager as an internal partner as well as partnering with Edison and Cambridge Learning as external partners to work with priority schools. In addition, the Division's Instructional Specialist will provide professional development, additional resources and instructional strategies to teachers. Struggling teachers will be afforded additional individual assistance.(Indicator: B4)

Required Elements **Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.**	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	The school board will be presented with information and data regarding the efficacy of the reform model chosen. In addition, incremental updates will be reported to the school board on the progress of the model using benchmark test data, discipline data and attendance. (Indicators:D1, D2, D3, D4)
2. Steps taken to secure the support of the parents for the reform model selected	The school will use the following venues to inform and secure parental support for the reform model: • Coffee with the Principal • Parent/SOL Boot camp • New student orientation
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	Based on the school's needs, school level and division level staff, LTP, and the state liaison will collaborate to determine if using funds to hire staff is necessary. Professional development and coaching of existing staff may be the necessary step to improve student performance or meet an objective. (Indicator: B4, C8, H13, D3,G2,J3)
4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	Charting the Course and Indistar reports, along with the continued examination of data, determination of the success of tiered interventions, and monitoring of instruction, assist with the identification of areas of need. Adjustments are made as determined by the effectiveness of the programs. Those programs evidencing success are maintained, whereas those proven ineffective are discontinued.

Tab 11: Budget and Narrative for Each Priority School

2014-2015

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 2, October 1, 2014 through September 30, 2015, only**. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-asid;, Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part B; Title VI, Part B; and state and/or local resources under "Other Expenses". Completion of the 2014-2015 budget assists VDOE in projecting future allocations and budget planning.

	0	1003(a)	0	1003(g)			
Name of School 1:	Armstrong High School						
Expenditure Codes	**Division-Level Expenses (Grant Funded)**		**School-Level Expenses (Grant Funded)**	**Total Expenses (Grant Funded)**	**Other Expenses**	**Total With Other Expenses**	
1000 - Personnel	$	-	$103,225	$ 103,225.00	$80,000	$	183,225.00
2000- Personnel (Benefits)	$	-	$7,897	$ 7,897.00	$ -	$	7,897.00
3000- Purchased Services			$134,253	$ 134,253.00	$15,000	$	149,253.00
4000 - Internal Services	$	-	$ -	$ -	$ -	$	-
5000- Other Charges		$6,600	$ -	$6,600	$ -	$	6,600.00
6000- Materials and Supplies	$	-	$48,025	$ 48,025.00	$ -	$	48,025.00
8000- Equipment Capital	$	-	$ -	$ -	$ -	$	-
Total	$	6,600.00	$ 293,400.00	$ 300,000.00	$ 95,000.00	$	395,000.00

Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.

Sample Entry **1000 - Personnel**	Math Instructional Coach ($36,000, SIG); Teacher Stipends (15 K-3 teachers @ $1000/teacher over 5 days) for summer math curriculum and assessment development ($15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @$75 over 30 weeks) ($10,125, SIG) **Other Expenses** Title I math teacher K-3 ($42,000; Title I); 2 Title I reading specialist K-2 ($60,000, Title I and $26,000 state EIRI)
Expenditure Codes	**Budget Narrative**

1000 - Personnel	Teacher Stipends for 14 staff members who serve on the School Improvement Team @ $1,000 each during November 2013-June 2014 = $14,000 total (SIG); Tutors as needed @ $21 hourly pay, not to exceed 29 hour per week = $10,000 total (SIG); Graduation Monitor @ $15 hourly pay; not to exceed 29 hours per week = 435 x 30 weeks = $13,050 (SIG) ; Teachers (66) participating in after school training sessions 2 x per month @ $750 = $49,500 (SIG); Data Technician for Indistar @ $5,000 stipend (SIG); Parent/Family Involvement Liaison @ $16.00
2000- Personnel (Benefits)	Fringe Benefits , @ FICA, Workman's Comp, etc. @ 0.765 = $7,897
3000- Purchased Services	Literacy & Math Instructional Coaches: each @ $750 per day for approximately 170 days = $128,003total SIG; VDOE
4000 - Internal Services	

5000- Other Charges	Indirect Cost Rate @ 2.2% = $6,600
6000- Materials and Supplies	Achieve 3000 = $20,000 (SIG); Student Incentives for achieving quarterly for 95% attendance rate, 70% pass rate on 9 week assessment, improved reading Lexile level = $6,900 (SIG); Teacher Incentives will be issued mid-year & end-of -year by demonstrating mastery their student achievement goal = $7,900 (SIG); Instructional Training Materials @Leveled Text, Math Manipulatives, Hands -on Science Equipment will be purchased to ensure that math & science integration takes place at a rigorous level and students are engaged in problem-based learning = $13,225; total $48,025 SIG; IndicatorS: 10, D1, h1, H2, H3, H7, H17, J3,J4 , K5
8000- Equipment Capital Outlay	

Tab 11: Budget and Narrative for Each Priority School

2014-2015

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 2, October 1, 2014 through September 30, 2015, only**. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-asid;, Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part B; Title VI, Part B; and state and/or local resources under "Other Expenses". Completion of the 2014-2015 budget assists VDOE in projecting future allocations and budget planning.

	0	**1003(a)**	0	**1003(g)**		
Name of School 2:	Boushall Middle School					
Expenditure Codes	**Division-Level Expenses (Grant Funded)**	**School-Level Expenses (Grant Funded)**	**Total Expenses (Grant Funded)**	**Other Expenses**	**Total With Other Expenses**
1000 - Personnel	$ -	$69,350	$ 69,350.00	$10,000	$ 79,350.00
2000- Personnel (Benefits)	$ -	$5,305	$ 5,305.00	$ -	$ 5,305.00
3000- Purchased Services	$15,000	$125,250	$ 140,250.00	$ -	$ 140,250.00
4000 - Internal Services	$ -		$ -	$ -	$ -
5000- Other Charges	$ -	$6,600	$ 6,600.00	$ -	$ 6,600.00
6000- Materials and Supplies	$ -	$78,495	$ 78,495.00	$4,000	$ 82,495.00
8000- Equipment Capital Outlay	$ -	$ -	$ -	$ -	$ -
Total	$ 15,000.00	$ 285,000.00	$ 300,000.00	$ 14,000.00	$ 314,000.00

Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.

Sample Entry **1000 - Personnel**	Math Instructional Coach ($36,000, SIG); Teacher Stipends (15 K-3 teachers @ $1000/teacher over 5 days) for summer math curriculum and assessment development ($15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @$75 over 30 weeks) ($10,125, SIG) **Other Expenses** Title I math teacher K-3 ($42,000; Title I); 2 Title I reading specialist K-2 ($60,000, Title I and $26,000 state EIRI)
Expenditure Codes	**Budget Narrative**

1000 - Personnel	Teacher Stipends for 11 staff members who serve on the School Improvement Team @ $1,000 each during November 2013-June 2014 = $11,000 total (SIG); Tutors @ $21 hourly pay, not to exceed 29 hour per week = $10,000 total (SIG); Teachers (40) participating in after school training sessions 2 x per month @ $750 = $30,000(SIG); Data Technician for Indistar @ $5,000 stipend (SIG); Parent/Family Involvement Liaison @ $16.00 hourly rate = $13,350 Other Expenses: Tutors @ $21 hourly pay; not to exceed 29 hours per week = $10,000
2000- Personnel (Benefits)	Fringe Benefits @ FICA, Workman's Comp, etc. @ 0.765 = $5,305
3000- Purchased Services	Math Instructional Coach: 29 hours @ week; $750 per day x 4 days per week; November 2013-June 2014 = $75,000
4000 - Internal Services	

5000- Other Charges	Indirect Cost Rate @ 2.2% = $6,600
6000- Materials and Supplies	Teacher Incentives will be issued mid-year & end-of -year by demonstrating mastery of their student achievement goal = $7,900 (SIG); Incentives for students @ $500 per grade level = $15,900 for achieving quarterly for 95% attendance rate, 70% pass rate on 9 week assessment, improved reading Lexile level (SIG); Parent Incentives = $8,950 (SIG); Instructional Training Materials @Leveled Text, Math Manipulatives, Hands -on Science Equipment will be purchased to ensure that math & science integration takes place at a rigorous level and students are engaged in problem-based learning = $45,745(SIG) ; Other Expenses: Parent Support = $4,000 (Title I) Indicators: J3,J4 10, D1, H1, H2, H3, H7, H17, J3,J4 , K5
8000- Equipment Capital Outlay	

Tab 11: Budget and Narrative for Each Priority School

2014-2015

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 2, October 1, 2014 through September 30, 2015, only**. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-asid;, Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part B; Title VI, Part B; and state and/or local resources under "Other Expenses". Completion of the 2014-2015 budget assists VDOE in projecting future allocations and budget planning.

	0	**1003(a)**	0	**1003(g)**		
Name of School 3:	Thompson Middle School					
Expenditure Codes	**Division-Level Expenses (Grant Funded)**	**School-Level Expenses (Grant Funded)**	**Total Expenses (Grant Funded)**	**Other Expenses**	**Total With Other Expenses**	
1000 - Personnel	$ -	$89,280	$ 89,280.00	$10,000	$ 99,280.00	
2000- Personnel (Benefits)	$ -	$3,928	$ 3,928.00	$ -	$ 3,928.00	
3000- Purchased Services	$ -	$186,250	$ 186,250.00	$ -	$ 186,250.00	
4000 - Internal Services	$ -	$ -	$ -	$ -	$ -	
5000- Other Charges	$ -	$6,600	$ 6,600.00	$ -	$ 6,600.00	
6000- Materials and Supplies	$ -	$13,942	$ 13,942.00	$4,000	$ 17,942.00	
8000- Equipment Capital	$ -	$ -	$ -	$ -	$ -	
Total	$ -	$ 300,000.00	$ 300,000.00	$ 14,000.00	$ 314,000.00	

Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.

Sample Entry	Math Instructional Coach ($36,000, SIG); Teacher Stipends (15 K-3 teachers @ $1000/teacher over 5 days) for summer math curriculum and assessment development ($15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @$75 over 30 weeks) ($10,125, SIG)
1000 - Personnel	**Other Expenses** Title I math teacher K-3 ($42,000; Title I); 2 Title I reading specialist K-2 ($60,000, Title I and $26,000 state EIRI)
Expenditure Codes	**Budget Narrative**

1000 - Personnel	Teacher Stipends for 10 staff members who serve on the School Improvement Team @ $1,000 each during November 2013-June 2014 = $10,000 total (SIG); Tutors as needed for math and reading @ $21 hourly pay, not to exceed 29 hour per week = $12,180 total (SIG); Teachers (65) participating in after school training sessions 2 x per month @ $750 = $48,750 (SIG); Data Technician for Indistar @ $5,000 stipend (SIG); Parent/Family Involvement Liaison @ $16.00 hourly rate = $13,350 Other Expenses: Tutors as needed @ $21 hourly pay; not to exceed 29 hours per week = $10,000 (Title I) Indicators: A2,B4,D7,E6,E7, F1,F2, TA02
2000- Personnel (Benefits)	Fringe Benefits @ FICA, Workman's Comp, etc. @ 0.765 = $3,928
3000- Purchased Services	Literacy & Math Instructional Coaches: each @ 29 hours per week 4 days per week @ $750 per day for 100 days = $7
4000 - Internal Services	

5000- Other Charges	Indirect cost rate @ 2.2% = $6,600
6000- Materials and Supplies	Teacher Incentives will be issued mid-year & end-of -year by demonstrating mastery of their student achievement goal = $6,875 (SIG); Instructional Training Materials @Leveled Text, Math Manipulatives, Hands -on Science Equipment will be purchased to ensure that math & science integration takes place at a rigorous level and students are engaged in problem-based learning = $7,062; total (SIG) = $13,942; Other Expenses: Parent Support = $4,000 (Title I) Indicators: Indicators: J3,J4 10, D1, H1, H2, H3, H7, H17, J3,J4 , K5
8000- Equipment Capital Outlay	

Tab 11: Budget and Narrative for Each Priority School

2014-2015

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 2, October 1, 2014 through September 30, 2015, only**. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-asid;, Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part B; Title VI, Part B; and state and/or local resources under "Other Expenses". Completion of the 2014-2015 budget assists VDOE in projecting future allocations and budget planning.

	0	**1003(a)**	0	**1003(g)**
Name of School 4:	Elkhardt Middle School			

Expenditure Codes	**Division-Level Expenses (Grant Funded)**	**School-Level Expenses (Grant Funded)**	**Total Expenses (Grant Funded)**	**Other Expenses**	**Total With Other Expenses**
1000 - Personnel	$40,418	$47,000	$87,418	$10,000	$ 97,418.00
2000- Personnel (Benefits)	$13,338	$3,595	$ 16,933.00	$ -	$ 16,933.00
3000- Purchased Services	$ -	$350,545	$350,545	$ -	$ 350,545.00
4000 - Internal Services	$ -	$ -	$ -	$ -	$ -
5000- Other Charges	$ -	$36,985	$ 36,985.00	$ -	$ 36,985.00
6000- Materials and Supplies	$ -	$8,119	$8,119	$ -	$ 8,119.00
8000- Equipment Capital	$ -	$ -	$ -	$ -	$ -
Total	$ 53,756.00	$ 446,244.00	$ 500,000.00	$ 10,000.00	$ 510,000.00

Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.

Expenditure Codes	**Budget Narrative**
Sample Entry **1000 - Personnel**	Math Instructional Coach ($36,000, SIG); Teacher Stipends (15 K-3 teachers @ $1000/teacher over 5 days) for summer math curriculum and assessment development ($15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @$75 over 30 weeks) ($10,125, SIG) **Other Expenses** Title I math teacher K-3 ($42,000; Title I); 2 Title I reading specialist K-2 ($60,000, Title I and $26,000 state EIRI)

1000 - Personnel	Division Internal Level Turnaround Manager @ FTE $26,018 & Grant Accountant @ FTE $14,400 = $40,418; Stipends @ staff members for serving on the School Improvement Team@ $1,000 x 10 = $10,000; After school training stipends @ $800 x 40 = $32,000; Indistar Data Technician @ $5,000 stipend; Indicators: A2,B4,D7,E6,E7,F1,F2, TA02; Other Expenses: $10,000 @ ESL Tutors; $13,000 @ TenMarks
2000- Personnel (Benefits)	FTE staff @ .33% fringe benefits, including insurance coverage, FICA, Workman's Comp = $13,338; Hourly wages @ benefits, including FICA, Workman's Comp = $3,595
3000- Purchased Services	VDOE Facilitator @ 384 hours x $72.45 = $27,821 (University Instructors); Other purchased services: NISL: $28,393;
4000 - Internal Services	

5000- Other Charges	Indirect Cost Rate VFEL = $36,984
6000- Materials and Supplies	Incentives for students for achieving quarterly for 95% attendance rate, 70% pass rate on 9 week assessment, improved reading Lexile level (SIG); = $10,000; Instructional Training Materials @Leveled Text, Math Manipulatives, Hands -on Science Equipment will be purchased to ensure that math & science integration takes place at a rigorous level and students are engaged in problem-based learning = $8,119; total @ $8,042 (SIG) ; Other Expenses: Parent Support = $4,000 (Title I) Indicators: D 1, J3,J4 10, D1, H1, H2, H3, H7, H17, J3,J4 , K5
8000- Equipment Capital Outlay	

Tab 11: Budget and Narrative for Each Priority School

2014-2015

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 2, October 1, 2014 through September 30, 2015, only**. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-asid;, Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part B; Title VI, Part B; and state and/or local resources under "Other Expenses". Completion of the 2014-2015 budget assists VDOE in projecting future allocations and budget planning.

	0	**1003(a)**	0	**1003(g)**		
Name of School 5:	Henderson Middle School					
Expenditure Codes	**Division-Level Expenses (Grant Funded)**	**School-Level Expenses (Grant Funded)**	**Total Expenses (Grant Funded)**	**Other Expenses**	**Total With Other Expenses**	
1000 - Personnel	$26,018	$51,000	$ 77,018.00	$10,000	$ 87,018.00	
2000- Personnel (Benefits)	$13,338	$3,902	$ 17,240.00	$ -	$ 17,240.00	
3000- Purchased Services	$ -	$344,372	$ 344,372.00	$ -	$ 344,372.00	
4000 - Internal Services	$ -	$ -	$ -	$ -	$ -	
5000- Other Charges	$ -	$36,984	$ 36,984.00	$ -	$ 36,984.00	
6000- Materials and Supplies	$ -	$24,386	$ 24,386.00	$ -	$ 24,386.00	
8000- Equipment Capital	$ -	$ -	$ -	$ -	$ -	
Total	$ 39,356.00	$ 460,644.00	$ 500,000.00	$ 10,000.00	$ 510,000.00	

Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.

Sample Entry **1000 - Personnel**	Math Instructional Coach ($36,000, SIG); Teacher Stipends (15 K-3 teachers @ $1000/teacher over 5 days) for summer math curriculum and assessment development ($15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @$75 over 30 weeks) ($10,125, SIG) **Other Expenses** Title I math teacher K-3 ($42,000; Title I); 2 Title I reading specialist K-2 ($60,000, Title I and $26,000 state EIRI)
Expenditure Codes	**Budget Narrative**

1000 - Personnel	Division Internal Level Turnaround Manager @ FTE $26,018; Grants Accountant @ FTE $14,400 = $40,418 total (SIG); Stipends @ staff members for serving on the School Improvement Team@ $1,000 x 10 = $10,000; After school training stipends @ $800 x 45 = $36,000; Indistar Data Technician @ $5,000 stipend = $51,000 total (SIG) Indicators: A2,B4,D7,E6,E7,F1,F2, TA02; Other Expenses: $10,000
2000- Personnel (Benefits)	FTE staff @ .33% fringe benefits, including insurance coverage, FICA, Workman's Comp = $13,338; Hourly wages @ benefits, including FICA, Workman's Comp = $3,902;
3000- Purchased Services	VDOE Facilitator @ 384 hours x $72.45 = $27,821 (University Instructors); Other purchased services: NISL: $28,393;
4000 - Internal Services	

5000- Other Charges	Indirect Cost Rate VFEL = $36,984 (SIG)
6000- Materials and Supplies	Instructional Training Materials @Leveled Text, Math Manipulatives, Hands -on Science Equipment will be purchased to ensure that math & science integration takes place at a rigorous level and students are engaged in problem-based learning = $24,386 (SIG) ; Other Expenses: Parent Support = $4,000 (Title I) Indicators: J3,J4 10, D1, H1, H2, H3, H7, H17, J3,J4 , K5
8000- Equipment Capital Outlay	

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 2, October 1, 2014 through September 30, 2015, only**. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-asid;, Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part B; Title VI, Part B; and state and/or local resources under "Other Expenses". Completion of the 2014-2015 budget assists VDOE in projecting future allocations and budget planning.

	0	**1003(a)**	0	**1003(g)**			
Name of School 6:	John Marshall High School						
Expenditure Codes	**Division-Level Expenses (Grant Funded)**		**School-Level Expenses (Grant Funded)**	**Total Expenses (Grant Funded)**	**Other Expenses**	**Total With Other Expenses**	
1000 - Personnel	$26,018		$80,020	$ 106,038.00	$10,000	$	116,038.00
2000- Personnel (Benefits)	$13,338		$6,585	$ 19,923.00	$ -	$	19,923.00
3000- Purchased Services	$ -		$337,055	$ 337,055.00	$ -	$	337,055.00
4000 - Internal Services	$ -		$ -	$ -	$ -	$	-
5000- Other Charges	$ -		$36,984	$ 36,984.00	$ -	$	36,984.00
6000- Materials and Supplies	$ -			$ -	$ -	$	-
8000- Equipment Capital	$ -		$ -	$ -	$ -	$	-
Total	$ 39,356.00		$ 460,644.00	$ 500,000.00	$ 10,000.00	$	510,000.00

Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.

Sample Entry **1000 - Personnel**	Math Instructional Coach ($36,000, SIG); Teacher Stipends (15 K-3 teachers @ $1000/teacher over 5 days) for summer math curriculum and assessment development ($15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @$75 over 30 weeks) ($10,125, SIG) **Other Expenses** Title I math teacher K-3 ($42,000; Title I); 2 Title I reading specialist K-2 ($60,000, Title I and $26,000 state EIRI)
Expenditure Codes	**Budget Narrative**

1000 - Personnel	Division Internal Level Turnaround Manager @ FTE $26,018 & Grants Accountant @ FTE $14,400= $40,418; Stipends @ staff members for serving on the School Improvement Team@ $1,000 x 15 = $15,000; After school training stipends @ $800 x 50 = $32,000; Indistar Data Technician @ $5,000 stipend; ; After School Coordinator @ $20,000; Parent Facilitator = $7,624; $86,072 total (SIG) Indicators: A2,B4,D7,E6,E7,F1,F2, TA02; Other Expenses: $10,000
2000- Personnel (Benefits)	FTE staff @ .33% fringe benefits, including insurance coverage, FICA, Workman's Comp = $13,338; Hourly wages @ benefits, including FICA, Workman's Comp = $7,956 (SIG)
3000- Purchased Services	VDOE Facilitator @ 200 hours x $72.24 = $14,448 (University Instructors); Other purchased services: NISL: $28,393;
4000 - Internal Services	

1000 - Personnel	Division Internal Level Turnaround Manager @ FTE $26,018 & Grants Accountant @ FTE $14,400= $40,418; Stipends @ staff members for serving on the School Improvement Team@ $1,000 x 15 = $15,000; After school training stipends @ $800 x 50 = $32,000; Indistar Data Technician @ $5,000 stipend; ; After School Coordinator @ $20,000; Parent Facilitator = $7,624; $86,072 total (SIG) Indicators: A2,B4,D7,E6,E7,F1,F2, TA02; Other Expenses: $10,000
2000- Personnel (Benefits)	FTE staff @ .33% fringe benefits, including insurance coverage, FICA, Workman's Comp = $13,338; Hourly wages @ benefits, including FICA, Workman's Comp = $7,956 (SIG)
3000- Purchased Services	VDOE Facilitator @ 200 hours x $72.24 = $14,448 (University Instructors); Other purchased services: NISL: $28,393;
4000 - Internal Services	

5000- Other Charges	Indirect Cost Rate VFEL = $36,984 (SIG)
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 2, October 1, 2014 through September 30, 2015, only**. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-asid;, Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part B; Title VI, Part B; and state and/or local resources under "Other Expenses". Completion of the 2014-2015 budget assists VDOE in projecting future allocations and budget planning.

	0	**1003(a)**	0	**1003(g)**		
Name of School 7:	Martin Luther King, Jr. Middle School					
Expenditure Codes	**Division-Level Expenses (Grant Funded)**	**School-Level Expenses (Grant Funded)**	**Total Expenses (Grant Funded)**	**Other Expenses**	**Total With Other Expenses**	
1000 - Personnel	$26,018	$75,000	$ 101,018.00	$10,000	$ 111,018.00	
2000- Personnel (Benefits)	$13,338	$5,738	$ 19,076.00	$ -	$ 19,076.00	
3000- Purchased Services	$ -	$340,697	$ 340,697.00	$ -	$ 340,697.00	
4000 - Internal Services	$ -	$ -	$ -	$ -	$ -	
5000- Other Charges	$ -	$36,984	$ 36,984.00	$ -	$ 36,984.00	
6000- Materials and Supplies	$ -	$2,225	$ 2,225.00	$ -	$ 2,225.00	
8000- Equipment Capital	$ -	$ -	$ -	$ -	$ -	
Total	$ 39,356.00	$ 460,644.00	$ 500,000.00	$ 10,000.00	$ 510,000.00	

Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.

Sample Entry **1000 - Personnel**	Math Instructional Coach ($36,000, SIG); Teacher Stipends (15 K-3 teachers @ $1000/teacher over 5 days) for summer math curriculum and assessment development ($15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @$75 over 30 weeks) ($10,125, SIG) **Other Expenses** Title I math teacher K-3 ($42,000; Title I); 2 Title I reading specialist K-2 ($60,000, Title I and $26,000 state EIRI)
Expenditure Codes	**Budget Narrative**

1000 - Personnel	Division Internal Level Turnaround Manager @ FTE $26,018 & Grant Acountant @ $14,400 = $40,018; Stipends @ staff members for serving on the School Improvement Team@ $1,000 x 15 = $15,000; After school training stipends @ $800 x 50 = $40,000; Indistar Data Technician @ $5,000 stipend; After School Facilitator @ $15,000 total = $89,000; Other Expenses: $10,000 @ Title I Tutors; Indicators: A2,B4,D7,E6,E7,F1,F2, TA02
2000- Personnel (Benefits)	FTE staff @ .33% fringe benefits, including insurance coverage, FICA, Workman's Comp = $13,338; Hourly wages @ benefits, including FICA, Workman's Comp = $5,738 (SIG)
3000- Purchased Services	VDOE Facilitator @ 256 hours x $72.24 = $18,493 (University Instructors); Other purchased services: NISL: $28,393;
4000 - Internal Services	Indirect Cost Rate VFEL = $36,984 (SIG)

5000- Other Charges	
6000- Materials and Supplies	Hands -on Science Equipment will be purchased to ensure that math & science integration takes place at a rigorous level and students are engaged in problem-based learning = $2,225 D1,H17,J3,J4
8000- Equipment Capital Outlay	

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 2, October 1, 2014 through September 30, 2015, only**. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-asid;, Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part B; Title VI, Part B; and state and/or local resources under "Other Expenses". Completion of the 2014-2015 budget assists VDOE in projecting future allocations and budget planning.

	0	**1003(a)**	0	**1003(g)**			
Name of School 8:	Richmond Alternative School						
Expenditure Codes	**Division-Level Expenses (Grant Funded)**		**School-Level Expenses (Grant Funded)**	**Total Expenses (Grant Funded)**	**Other Expenses**	**Total With Other Expenses**	
1000 - Personnel		$40,418	$49,217	$ 89,635.00	$ -	$	89,635.00
2000- Personnel (Benefits)		$13,338	$3,166	$ 16,504.00		$	16,504.00
3000- Purchased Services	$	-	$356,876	$ 356,876.00	$ -	$	356,876.00
4000 - Internal Services	$	-	$ -	$ -	$ -	$	-
5000- Other Charges	$	-	$36,985	$36,985	$ -	$	36,985.00
6000- Materials and Supplies	$	-			$ -	$	-
8000- Equipment Capital	$	-	$ -	$ -	$ -	$	-
Total	$	53,756.00	$ 446,244.00	$ 500,000.00	$ -	$	500,000.00

Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.

Sample Entry **1000 - Personnel**	Math Instructional Coach ($36,000, SIG); Teacher Stipends (15 K-3 teachers @ $1000/teacher over 5 days) for summer math curriculum and assessment development ($15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @$75 over 30 weeks) ($10,125, SIG) **Other Expenses** Title I math teacher K-3 ($42,000; Title I); 2 Title I reading specialist K-2 ($60,000, Title I and $26,000 state EIRI)
Expenditure Codes	**Budget Narrative**

1000 - Personnel	Division Internal Level Turnaround Manager @ FTE $26,018; total; Grant Accountant @ $14,400; total =$40,418 (SIG); Stipends @ staff members for serving on the School Improvement Team@ $1,000 x 10 = $10,000; After school training stipends @ $800 x 30 = $24,000; Indistar Data Technician @ $5,000 stipend; After School Coordinator @ $10,217; Total = $49,217 (SIG) Indicators: A2, B4,D7,E6, E7,F1,F2
2000- Personnel (Benefits)	.33% Fringe Benefits, including, FICA, hospitalization, Workman's Comp, etc. for (2) FTE positions: Turnaround Manager & Grant Accountant = $13,338; Hourly & part-time fringe benefits @ $41,385.6 @ .765 = $3,116 **NOTE: ADJUSTMENT MADE.**
3000- Purchased Services	VDOE Facilitator @ 384 hours x $72.45 = $27,821 (University Instructors); NISL: $28,393; Cambridge SQP = $22, 179
4000 - Internal Services	

5000- Other Charges	Indirect Cost Rate VFEL = $36,984 (SIG)
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 2, October 1, 2014 through September 30, 2015, only**. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-asid;, Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part B; Title VI, Part B; and state and/or local resources under "Other Expenses". Completion of the 2014-2015 budget assists VDOE in projecting future allocations and budget planning.

	0	1003(a)	0	1003(g)		
Name of School 9:	Elkhardt Middle					
Expenditure Codes	**Division-Level Expenses (Grant Funded)**	**School-Level Expenses (Grant Funded)**	**Total Expenses (Grant Funded)**	**Other Expenses**	**Total With Other Expenses**
1000 - Personnel	$40,418	$47,000	$ 87,418.00	$13,000	$ 100,418.00
2000- Personnel (Benefits)	$13,338	$3,595	$ 16,933.00	$ -	$ 16,933.00
3000- Purchased Services	$ -	$215,877	$ 215,877.00	$ -	$ 215,877.00
4000 - Internal Services	$ -	$ -	$ -	$ -	$ -
5000- Other Charges	$ -	$21,567	$ 21,567.00	$ -	$ 21,567.00
6000- Materials and Supplies	$ -	$158,205	$ 158,205.00	$ -	$ 158,205.00
8000- Equipment Capital	$ -	$ -	$ -	$ -	$ -
Total	$ 53,756.00	$ 446,244.00	$ 500,000.00	$ 13,000.00	$ 513,000.00

Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.

Sample Entry **1000 - Personnel**	Math Instructional Coach ($36,000, SIG); Teacher Stipends (15 K-3 teachers @ $1000/teacher over 5 days) for summer math curriculum and assessment development ($15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @$75 over 30 weeks) ($10,125, SIG) **Other Expenses** Title I math teacher K-3 ($42,000; Title I); 2 Title I reading specialist K-2 ($60,000, Title I and $26,000 state EIRI)
Expenditure Codes	**Budget Narrative**

1000 - Personnel	Division Internal Level Turnaround Manager @ FTE $26,018 & Grant Accountant @ FTE $14,400 = $40,418; Stipends @ staff members for serving on the School Improvement Team@ $1,000 x 10 = $10,000; After school training stipends @ $800 x 40 = $32,000; Indistar Data Technician @ $5,000 stipend; Indicators: A2,B4,D7,E6,E7,F1,F2, TA02; Other Expenses: $10,000 @ ESL Tutors; $13,000 @ TenMarks
2000- Personnel (Benefits)	
3000- Purchased Services	VDOE Facilitator @ 384 hours x $72.45 = $27,821 (University Instructors); Other purchased services: Cambridge SQP
4000 - Internal Services	Indirect Cost @ VFEL = $21,567

5000- Other Charges	
6000- Materials and Supplies	Mobile Laptops & Carts (2) each @ $40,000 = $80,000 total; Student Incentives = $13,000; Teacher Incentives = $13,000; Science Lab Materials = $15,139; Calculators & Math Manipulatives =$7,066; READ 180 = $30,000; $ 168,297 total (SIG); Indicators: D1, H17,,J3,J4
8000- Equipment Capital Outlay	

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 2, October 1, 2014 through September 30, 2015, only**. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-asid;, Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part B; Title VI, Part B; and state and/or local resources under "Other Expenses". Completion of the 2014-2015 budget assists VDOE in projecting future allocations and budget planning.

	0	**1003(a)**	0	**1003(g)**		
Name of School 10:	Henderson Middle					
Expenditure Codes	**Division-Level Expenses (Grant Funded)**	**School-Level Expenses (Grant Funded)**	**Total Expenses (Grant Funded)**	**Other Expenses**	**Total With Other Expenses**	
1000 - Personnel	$26,018	$51,000	$ 77,018.00	$ -	$ 77,018.00	
2000- Personnel (Benefits)	$13,338	$3,902	$ 17,240.00	$ -	$ 17,240.00	
3000- Purchased Services	$ -	$215,878	$ 215,878.00	$ -	$ 215,878.00	
4000 - Internal Services	$ -	$ -	$ -	$ -	$ -	
5000- Other Charges	$ -	$21,567	$ 21,567.00	$ -	$ 21,567.00	
6000- Materials and Supplies	$ -	$168,297	$ 168,297.00	$ -	$ 168,297.00	
8000- Equipment Capital	$ -	$ -	$ -	$ -	$ -	
Total	$ 39,356.00	$ 460,644.00	$ 500,000.00	$ -	$ 500,000.00	

Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.

Sample Entry **1000 - Personnel**	Math Instructional Coach ($36,000, SIG); Teacher Stipends (15 K-3 teachers @ $1000/teacher over 5 days) for summer math curriculum and assessment development ($15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @$75 over 30 weeks) ($10,125, SIG) **Other Expenses** Title I math teacher K-3 ($42,000; Title I); 2 Title I reading specialist K-2 ($60,000, Title I and $26,000 state EIRI)
Expenditure Codes	**Budget Narrative**

1000 - Personnel	Division Internal Level Turnaround Manager @ FTE $26,018; Grants Accountant @ FTE $14,400 = $40,418 total (SIG); Stipends @ staff members for serving on the School Improvement Team@ $1,000 x 10 = $10,000; After school training stipends @ $800 x 45 = $36,000; Indistar Data Technician @ $5,000 stipend = $51,000 total (SIG) Indicators: A2,B4,D7,E6,E7,F1,F2, TA02; Other Expenses: $10,000
2000- Personnel (Benefits)	
3000- Purchased Services	VDOE Facilitator @ 384 hours x $72.45 = $27,821 (University Instructors); Other purchased services: Cambridge SQP
4000 - Internal Services	

5000- Other Charges	Indirect Cost @ VFEL = $21,567
6000- Materials and Supplies	Mobile Laptops & Carts (2) each @ $40,000 = $80,000 total; Student Incentives = $13,000; Teacher Incentives = $13,000; Science Lab Materials = $15,139; Calculators & Math Manipulatives =$18,732; Tier Marks = $14,213; Level Texts = $14,213; $ 168,297 total (SIG); Indicators: D1, H17,,J3,J4
8000- Equipment Capital Outlay	

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 2, October 1, 2014 through September 30, 2015, only**. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-asid;, Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part B; Title VI, Part B; and state and/or local resources under "Other Expenses". Completion of the 2014-2015 budget assists VDOE in projecting future allocations and budget planning.

	0	1003(a)	0	1003(g)			
Name of School 11:	John Marshall High						
Expenditure Codes	**Division-Level Expenses (Grant Funded)**		**School-Level Expenses (Grant Funded)**	**Total Expenses (Grant Funded)**	**Other Expenses**	**Total With Other Expenses**	
1000 - Personnel		$26,018	$86,072	$ 112,090.00	$10,000	$	122,090.00
2000- Personnel (Benefits)		$13,338	$6,585	$ 19,923.00	$ -	$	19,923.00
3000- Purchased Services	$	-	$206,549	$ 206,549.00	$ -	$	206,549.00
4000 - Internal Services	$	-	$ -	$ -	$ -	$	-
5000- Other Charges		$21,567	$ -	$ 21,567.00	$ -	$	21,567.00
6000- Materials and Supplies	$	-	$139,871	$ 139,871.00	$ -	$	139,871.00
8000- Equipment Capital	$	-	$ -	$ -	$ -	$	-
Total	$	60,923.00	$ 439,077.00	$ 500,000.00	$ 10,000.00	$	510,000.00

Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.

Sample Entry **1000 - Personnel**	Math Instructional Coach ($36,000, SIG); Teacher Stipends (15 K-3 teachers @ $1000/teacher over 5 days) for summer math curriculum and assessment development ($15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @$75 over 30 weeks) ($10,125, SIG) **Other Expenses** Title I math teacher K-3 ($42,000; Title I); 2 Title I reading specialist K-2 ($60,000, Title I and $26,000 state EIRI)
Expenditure Codes	**Budget Narrative**

1000 - Personnel	Division Internal Level Turnaround Manager @ FTE $26,018 & Grants Accountant @ FTE $14,400= $40,418; Stipends @ staff members for serving on the School Improvement Team@ $1,000 x 15 = $15,000; After school training stipends @ $800 x 50 = $32,000; Indistar Data Technician @ $5,000 stipend; ; After School Coordinator @ $20,000; Parent Facilitator = $14,072; $86,072 total (SIG) Indicators: A2,B4,D7,E6,E7,F1,F2, TA02; Other Expenses: $10,000 @ Title I Tutors
2000- Personnel (Benefits)	FTE staff @ .33% fringe benefits, including insurance coverage, FICA, Workman's Comp = $13,338; Hourly wages @ benefits, including FICA, Workman's Comp = $6,585 (SIG)
3000- Purchased Services	VDOE Facilitator @ 256 hours x $72.24 = $18,493 (University Instructors); Other purchased services: Cambridge SQP
4000 - Internal Services	

5000- Other Charges	
6000- Materials and Supplies	Mobile Laptops & Carts (2) each @ $40,000 = $80,000 total; Student Incentives = $13,000; Teacher Incentives = $13,000; Science Lab Materials = $15,139; Calculators & Math Manipulatives =$18,732 =$139,871 total (SIG); Indicators: D1, H17,,J3,J4
8000- Equipment Capital Outlay	

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 2, October 1, 2014 through September 30, 2015, only**. The description of budget codes is included as **Tab 13**. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-asid;, Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part B; Title VI, Part B; and state and/or local resources under "Other Expenses". Completion of the 2014-2015 budget assists VDOE in projecting future allocations and budget planning.

	0	1003(a)	0	1003(g)			
Name of School 12:	Martin Luther King, Jr. Middle						
Expenditure Codes	**Division-Level Expenses (Grant Funded)**	**School-Level Expenses (Grant Funded)**	**Total Expenses (Grant Funded)**	**Other Expenses**	**Total With Other Expenses**
1000 - Personnel	$26,018	$89,000	$ 115,018.00	$10,000	$ 125,018.00
2000- Personnel (Benefits)	$13,338	$6,809	$ 20,147.00	$ -	$ 20,147.00
3000- Purchased Services	$ -	$243,536	$ 243,536.00	$ -	$ 243,536.00
4000 - Internal Services	$ -	$ -	$ -	$ -	$ -
5000- Other Charges	$ -	$21,567	$ 21,567.00	$ -	$ 21,567.00
6000- Materials and Supplies	$ -	$99,732	$ 99,732.00	$ -	$ 99,732.00
8000- Equipment Capital	$ -	$ -	$ -	$ -	$ -
Total	$ 39,356.00	$ 460,644.00	$ 500,000.00	$ 10,000.00	$ 510,000.00

Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.

Sample Entry **1000 - Personnel**	Math Instructional Coach ($36,000, SIG); Teacher Stipends (15 K-3 teachers @ $1000/teacher over 5 days) for summer math curriculum and assessment development ($15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @$75 over 30 weeks) ($10,125, SIG) **Other Expenses** Title I math teacher K-3 ($42,000; Title I); 2 Title I reading specialist K-2 ($60,000, Title I and $26,000 state EIRI)
Expenditure Codes	**Budget Narrative**

1000 - Personnel	Division Internal Level Turnaround Manager @ FTE $26,018 & Grant Acountant @ $14,400 = $40,018; Stipends @ staff members for serving on the School Improvement Team@ $1,000 x 15 = $15,000; After school training stipends @ $800 x 50 = $40,000; Indistar Data Technician @ $5,000 stipend; After School Facilitator @ $15,000 total = $89,000; Other Expenses: $10,000 @ Title I Tutors; Indicators: A2,B4,D7,E6,E7,F1,F2, TA02
2000- Personnel (Benefits)	FTE staff @ .33% fringe benefits, including insurance coverage, FICA, Workman's Comp = $13,338; Hourly wages @ benefits, including FICA, Workman's Comp = $6,809(SIG)
3000- Purchased Services	VDOE Facilitator @ 768 hours x $72.24 = $55,480 (University Instructors); Other purchased services: Cambridge SQP
4000 - Internal Services	Indirect Cost Rate @ VFEL = $21,567

5000- Other Charges	
6000- Materials and Supplies	Mobile Laptops & Cart) @ $40,000 ; Student Incentives = $8,000; Teacher Incentives = $8,000; Exceptional Education: Edmark & Level Text Materials = $25,000; Science Lab Materials = $5,,000; Calculators & Math Manipulatives =$13,732 = $126,663 total (SIG); Indicators: D1, H17, J3, J4
8000- Equipment Capital Outlay	

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 2, October 1, 2014 through September 30, 2015, only**. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-asid;, Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part B; Title VI, Part B; and state and/or local resources under "Other Expenses". Completion of the 2014-2015 budget assists VDOE in projecting future allocations and budget planning.

	0	**1003(a)**	0	**1003(g)**				
Name of School 12:	Richmond Alternative School							
Expenditure Codes	**Division-Level Expenses (Grant Funded)**		**School-Level Expenses (Grant Funded)**		**Total Expenses (Grant Funded)**		**Other Expenses**	**Total With Other Expenses**
1000 - Personnel		$40,418		$76,300	$	116,718.00	$10,000	$ 126,718.00
2000- Personnel (Benefits)		$13,338		$5,837	$	19,175.00	$ -	$ 19,175.00
3000- Purchased Services				$215,877	$	215,877.00	$ -	$ 215,877.00
4000 - Internal Services	$	-	$	-	$	-	$ -	$ -
5000- Other Charges		$21,567	$	-	$	21,567.00	$ -	$ 21,567.00
6000- Materials and Supplies	$	-		$126,663	$	126,663.00	$ -	$ 126,663.00
8000- Equipment Capital	$	-	$	-	$	-	$ -	$ -
Total	$	75,323.00	$	424,677.00	$	500,000.00	$ 10,000.00	$ 510,000.00

Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.

Sample Entry **1000 - Personnel**	Math Instructional Coach ($36,000, SIG); Teacher Stipends (15 K-3 teachers @ $1000/teacher over 5 days) for summer math curriculum and assessment development ($15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @$75 over 30 weeks) ($10,125, SIG) **Other Expenses** Title I math teacher K-3 ($42,000; Title I); 2 Title I reading specialist K-2 ($60,000, Title I and $26,000 state EIRI)
Expenditure Codes	**Budget Narrative**

1000 - Personnel	Division Internal Level Turnaround Manager @ FTE $26,018; total; Grant Accountant @ $14,400; total =$40,118 (SIG); Stipends @ staff members for serving on the School Improvement Team@ $1,000 x 10 = $10,000; After school training stipends @ $800 x 40 = $32,000; Indistar Data Technician @ $5,000 stipend; After School Coordinator @ $13,300; Parent Facilitator @ $16,000;= total $76,300; (SIG) Indicators: A2, B4,D7,E6, E7,F1,F2 Other Expenses: $10,000 @ Instuctional Supplies from the district
2000- Personnel (Benefits)	FTE staff @ .33% fringe benefits, including insurance coverage, FICA, Workman's Comp = $13,338; Hourly wages @ benefits, including FICA, Workman's Comp = $5,837 SIG)
3000- Purchased Services	VDOE Facilitator @ 384 hours x $72.45 = $27,821 (University Instructors); Cambridge SQP = $18,964; Cambridge Trip
4000 - Internal Services	

5000- Other Charges	Indirect Cost Rate @ VFEL = $21,567
6000- Materials and Supplies	Mobile Laptops & Cart) @ $40,000 ; Student Incentives = $11,000; Teacher Incentives = $11,040; Math Manipulatives = $25,623; Level Texts = $27,000; Science Lab Materials = $!2,000 = $126,663 total (SIG); Indicators: D1, H17, J3, J4
8000- Equipment Capital Outlay	

Tab 12: Budget Summary for All Priority Schools in the Division

Year 1, Year 2 and Total Year 1-2

Summary Year 1	All Schools				
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	$ -	$ -	$ -	$ -	$ -
2000- Personnel (Benefits)	$ -	$ -	$ -	$ -	$ -
3000- Purchased Services	$ -	$ -	$ -	$ -	$ -
4000 - Internal Services	$ -	$ -	$ -	$ -	$ -
5000- Other Charges	$ -	$ -	$ -	$ -	$ -
6000- Materials and Supplies	$ -	$ -	$ -	$ -	$ -
8000- Equipment Capital Outlay	$ -	$ -	$ -	$ -	$ -
Total	$ -	$ -	$ -	$ -	$ -

Summary Year 2	All Schools				
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	$ 277,362.00	$ 837,164.00	$ 1,114,526.00	$ 173,000.00	$ 1,287,526.00
2000- Personnel (Benefits)	$ 120,042.00	$ 61,007.00	$ 181,049.00	$ -	$ 181,049.00
3000- Purchased Services	$ 15,000.00	$ 3,057,138.00	$ 3,072,138.00	$ 15,000.00	$ 3,087,138.00
4000 - Internal Services	$ -	$ -	$ -	$ -	$ -
5000- Other Charges	$ 28,167.00	$ 262,823.00	$ 290,990.00	$ -	$ 290,990.00
6000- Materials and Supplies	$ -	$ 741,297.00	$ 741,297.00	$ 8,000.00	$ 749,297.00
8000- Equipment Capital Outlay	$ -	$ -	$ -	$ -	$ -
Total	$ 440,571.00	$ 4,959,429.00	$ 5,400,000.00	$ 196,000.00	$ 5,596,000.00

Summary Year 1-2	All Schools				
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	$ 277,362.00	$ 837,164.00	$ 1,114,526.00	$ 173,000.00	$ 1,287,526.00
2000- Personnel (Benefits)	$ 120,042.00	$ 61,007.00	$ 181,049.00	$ -	$ 181,049.00
3000- Purchased Services	$ 15,000.00	$ 3,057,138.00	$ 3,072,138.00	$ 15,000.00	$ 3,087,138.00
4000 - Internal Services	$ -	$ -	$ -	$ -	$ -
5000- Other Charges	$ 28,167.00	$ 262,823.00	$ 290,990.00	$ -	$ 290,990.00
6000- Materials and Supplies	$ -	$ 741,297.00	$ 741,297.00	$ 8,000.00	$ 749,297.00
8000- Equipment Capital Outlay	$ -	$ -	$ -	$ -	$ -
Total	$ 440,571.00	$ 4,959,429.00	$ 5,400,000.00	$ 196,000.00	$ 5,596,000.00

Tab 13: Budget Codes and **REVISED GUIDANCE**

Expenditure Code Definitions

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

1000 Personal Services - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

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

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

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

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

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

8000 Equipment/Capital Outlay - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than $5,000 unless the LEA has set a lower capitalization threshold.

INFORMATION REGARDING NEW GUIDANCE

Assurances: The local educational agency (LEA) assures that 1003(a) and 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under Virginia's *ESEA Flexibility Waiver* and unwaived requirements under *No Child Left Behind Act of 2001* (NCLB). This includes the following assurances.
The school division must assure that it:
1. Ensures schools receiving funds implement one of the four USED models or USED turnaround principles;
2. Uses its funds to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements, to include all requirements of the USED turnaround principles; • providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround initiative effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget; • ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround initiative effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs; • redesigning the school day, week, or year to include additional time for student learning and teacher collaboration; • strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards; • using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data; • establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and • providing ongoing mechanisms for family and community engagement.
3. Uses *Indistar* ™, an online school improvement tool;
• Establishes annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
• Collects meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
• Sets leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually;
• Completes an analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school;
4. Follows Virginia's state requirements for teacher and principal evaluation under the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Virginia Standards for the Professional Practice of Teachers* and the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*;

5. Uses an electronic query system to provide principals with quarterly data needed to make data driven decisions at the school-level (see Web site: http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml). High schools not meeting the Federal Graduation Indicator (FGI) rate may use the Virginia Early Warning System (VEWS) in lieu of the Virginia Dashboard (Datacation). (http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml) Data points should include, at minimum: - Student attendance by student - Teacher attendance - Benchmark results - Reading and mathematics grades - Student discipline - Phonological Awareness Literacy Screening (PALS) data (Fall and Spring) - World-Class Instructional Design and Assessment (WIDA) data for English Language Learners (ELLs) - Student transfer data - Student intervention participation by intervention type - Other indicators, if needed
6. Uses an adaptive reading assessment program approved by Virginia Department of Education to determine student growth at least quarterly for any student who has failed the SOL reading assessment in the previous year, a student with a disability, or an English language learner.
7. Uses the *Algebra Readiness Diagnostic Test* (ARDT) for all schools with grade 5 or higher for all students who have failed the SOL mathematics assessment in the previous year, a student with a disability, or an English language learner (fall, mid-year, and spring at minimum).
8. Ensures principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative;
9. Continues implementation of a division-level team with representatives for the following: instruction, Title I, special education and ELL (if applicable). Division team will • review each school's improvement plan, • ensure documentation of division support is evidenced in the school's plan • meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report • assist in updating the school's plan to evidence the division's support of actions developed from analysis of data
10. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs;
11. Collaborates with assigned VDOE contractor to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform;

12. Provides an annual structured report to a panel of VDOE staff and turnaround leaders detailing the current action plan, current leading and lagging indicators, and modifications to be made to ensure the reform is successful; and
13. Reports to the state the school-level data required under the final requirements of this grant, including USED required teacher and principal evaluation data (SIG/TPEC Report).

Email addresses and phone numbers that should be used for the superintendent's correspondence and/or questions

Kathleen Smith (kathleen.smith@doe.virginia.gov) (804) 786-5819; Janice Garland (janice.garland@doe.virginia.gov) (804) 371-6201; Beverly Rabil (beverly.rabil@doe.virginia.gov) 804 786-1062; Susan Fitzpatrick (susan.fitzpatrick@doe.virginia.gov) (804) 225-2897; Selena McBride (selena.mcbride@doe.virginia.gov) (804) 371-4989
Submit the application via the SSWS dropbox to the persons listed below.
Save the file with this format for the name of the file for each submission: **Division Name.Date of Submission.xls. Submit**
Janice Garland, Beverly Rabil, Susan Fitzpatrick, and Selena McBride

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

Superintendent's Signature: _____ Date _____

Superintendent's Typed Name: _____