

Tab 1: Division and School Information

Division Name	Norfolk City Schools
Contact	Dr. Sherrod Willaford
Address Line 1	800 E. City Hall Ave. 11th Floor
Address Line 2	
City, VA, zipcode	Norfolk, Va. 23510
Email Address	swillaford@nps.k12.va.us
Telephone Number	757-628-3989 ext.21245

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

School 1 Name	Lake Taylor Middle	Indicate which model the school has chosen with an X.			
Principal Name	Craig Reed	1	<input type="checkbox"/>	USED School Turnaround	
Address Line 1	1380 Kempsville Road	2	X	USED Transformation Model	
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode	Norfolk, Va. 23502	Indicate the source of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X.			
Email Address	creed5@nps.k12.va.us		X	1003(a)	
Telephone Number	757-892-3230			1003(g)	
NCES ID #:	5 1 0 2 6 7 0 0 1 1 0 5	Indicate this school's cohort with an X.			
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	X	Cohort I	<input type="checkbox"/>	Cohort II
			Cohort IV	<input type="checkbox"/>	Cohort V
		Indicate this school's tier with an X.			
		X	Tier I	<input type="checkbox"/>	Tier II
				<input type="checkbox"/>	Tier III

School 2 Name	Lindenwood Elementary	Indicate which model the school has chosen with an X.			
Principal Name	Dr. Phyllis Clark-Freeman	1	<input type="checkbox"/>	USED School Turnaround	
Address Line 1	2700 Ludlow St.	2	X	USED Transformation Model	
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode	Norfolk, Va. 23504	Indicate the source of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X.			
Email Address	pfreeman@nps.k12.va.us			1003(a)	
Telephone Number	757-628-2577			1003(a)	

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NCES ID #:	5 1 0 2 6 7 0 0 1 1 1 2	X	1003(g)		
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	Indicate this school's cohort with an X.			
		Cohort I	X	Cohort II	Cohort III
		Cohort IV		Cohort V	
		Indicate this school's tier with an X.			
		X	Tier I	Tier II	Tier III

School 3 Name		Indicate which model the school has chosen with an X.			
Principal Name		1		USED School Turnaround	
Address Line 1		2		USED Transformation Model	
Address Line 2		3		USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode					
Email Address		Indicate the source of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X.			
Telephone Number				1003(a)	
NCES ID #:				1003(g)	
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	Indicate this school's cohort with an X.			
		Cohort I		Cohort II	Cohort III
		Cohort IV		Cohort V	
		Indicate this school's tier with an X.			
			Tier I	Tier II	Tier III

School 4 Name	Campostella Elementary	Indicate which model the school has chosen with an X.			
Principal Name	Dr. Rhonda Ambrose	1		USED School Turnaround	
Address Line 1	2600 East Princess Anne Rd.	2	X	USED Transformation Model	
Address Line 2		3		USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode	Norfolk, Va. 23504				
Email Address	rambrose@nps.k12.va.us	Indicate the source of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X.			
Telephone Number	757-494-3850			1003(a)	
NCES ID #:	5.10267E+11		X	1003(g)	
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	Indicate this school's cohort with an X.			

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

School 5 Name	Jacox Elementary	Indicate which model the school has chosen with an X.			
Principal Name	Rohan Cumberbatch-Smith	1		USED School Turnaround	
Address Line 1	1300 Marshall Ave.	2	X	USED Transformation Model	
Address Line 2		3		USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode	Norfolk, Va. 23504				
Email Address	rsmith50@nps.k12.va.us	Indicate the source of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X.			
Telephone Number	757-628-2433		X	1003(a)	
NCES ID #: 5.10267E+11				1003(g)	
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	Indicate this school's cohort with an X.			
			Cohort I		Cohort II
		X	Cohort IV		Cohort V
Indicate this school's tier with an X.					
		X	Tier I		Tier II
					Tier III

School 6 Name		Indicate which model the school has chosen with an X.			
Principal Name		1		USED School Turnaround	
Address Line 1		2		USED Transformation Model	
Address Line 2		3		USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode					
Email Address		Indicate the source of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X.			
Telephone Number				1003(a)	
NCES ID #: 5.10267E+11				1003(g)	
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	Indicate this school's cohort with an X.			
			Cohort I		Cohort II
			Cohort IV		Cohort V

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Indicate this school's tier with an X.					
<input type="checkbox"/>	Tier I	<input type="checkbox"/>	Tier II	<input type="checkbox"/>	Tier III

Tab 2: School 1 Reflections and Planning
and Required Elements

School 1 Name:	Lake Taylor Middle
<p>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 2014-2015 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.</p>	
Question	Response
<p>Future Goals: 1. Please list 3- 5 goals for the upcoming school year:</p>	<p>INDICATORS 3,4,5,9,17,22,23,24,TA01,TA02,TA03</p> <ol style="list-style-type: none"> 1. By the end of the 2014-2015 school year, overall math SOL pass rates will increase from 48% to 70%. 2. By the end of the 2014-2015 school year, overall reading SOL pass rates will increase from 50% to 75%. 3. By the end of the 2014-2015 school year, Lake Taylor Middle School will decrease disciplinary referrals by 10%
<p>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.</p>	<p>INDICATOR #9 AND TA03</p> <ol style="list-style-type: none"> a. The student and teacher surveys for the school year indicate that students feel that Lake Taylor Middle School is a more nurturing environment than it was in previous years. Students indicators related to how they perceive teachers and the school reflected increases in this area. At the same time, indicators for teachers regarding efficacy and morale decreased this year. b. Incentives were rewarded each week on a school-wide basis and monthly through cluster teams. Recognition events were held each quarter, and at the end of the year, each subject area teacher recognized students for outstanding and improved academic performance. Teachers received incentives for perfect attendance and for outstanding performance. They received staff shirts in August . Each month a teacher was recognized as teacher of the month. To add, teachers were recognized for outstanding performance on CFA and DBA achievement. Each month, during faculty meetings and on early release days, staff received refreshments to support a positive school climate. At the end of the year, staff members were able to take advantage of incentive time as a result of participating in climate building activities. An end of the year celebration was held to recognize staff efforts. c. There were no unsuccessful strategies noted.

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<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>Anticipated barriers include lack of understanding of the ideas of accountability and follow through. Staff members will have to operate on shared understandings and realize that everyone has to be held accountable for improving the climate. There is also a lack of efficacy on the part of staff.</p>
<p>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?</p>	<p>a. In addition to building leadership capacity, each grade level subject has a grade level chair. Six of the 7 department chairs have been replaced. Grade level chairs will lead PLC meetings that will focus on grade level goals. These PLCs will analyze formative data and adjust instruction on a weekly basis. The formative data will be reported to Department Chairs who will analyze formative data weekly in leadership meetings and create plans for improvement. b. Decisions are communicated via Edulink, community forums, newsletters, faculty/staff meetings, content specific family nights, and the school improvement plan.</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>Responsibilities are shared among all staff throughout the building. Grade level chairs and Department Chairs have received training in setting goals and facilitating meetings regarding formative data. PLCs will be responsible for reporting, analyzing and responding to formative data on a weekly basis.</p>
<p>3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?</p>	<p>INDICATOR #TA03 New strategies are monitored through observations and reviews of data. Descriptions of the work are posted in Indistar and in quarterly reports. Each month, the School Governance Team (SGT) visited the school to review the work and monitor progress. An Office of School Turnaround and Improvement has been created by the division to provide additional support and guidance to priority schools. Faculty meetings, monthly SGT meetings, weekly leadership team meetings, and early release days are utilized to support achieving the goals of the school. Support from staff within the building, division level staff, and state consultants will also prove helpful in sustaining school improvement efforts.</p>

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<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)</p>	<p>INDICATOR #TA01 Students who fail assessments on the state, building, and/or district levels are provided remediation opportunities. Students who have attendance and discipline concerns are also supported. Data used to identify students include the following: discipline, absenteeism, individual education plans. In math and reading tier 2 students will receive interventions during the school day. Tier 3 students will receive interventions after school. Math 180 and Read 180 will be the intervention used to serve these students. The Scholastic Reading & Math Inventories will be used to monitor progress quarterly.</p>
<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	<p>a. Teachers plan collaboratively and will differentiate instruction based on weekly formative data. Students in tiers 2 and 3 receive instruction that has been planned in collaborative planning by the classroom teachers. Pre-assessment is utilized to identify strengths and areas of need for students. Teachers use this data to create lessons that include collaborative learning and stations to differentiate instruction. b. Teachers use formative assessment results to determine mastery. Based on formative assessment data, students are tiered for additional support. Teachers have also provided direct instruction and computer based instruction to students based on formative assessment data.</p>
<p>3. How does student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p>	<p>Teachers give preassessment and post assessment tests to students in core subjects and set learning goals based on preassessment data. Teachers use results from the post assessment data to determine measures of student growth and to design differentiated instruction. Course pass rates and SOL test pass rates are also used to evaluate teacher performance in Standard 7. If teachers do not have SOL pass rates of 70% or higher, they did not receive a proficient rating for Standard 7. Every teacher who provided students with preassessment and post assessments had results that demonstrated measurable student growth. However, students did not show measurable growth on SOL tests.</p>

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<p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>Involvement of community-based organizations is aligned to the school's improvement plan based on the task identified in Indicator #9. Norfolk State University and the LINKS are official partners with Lake Taylor Middle. LINKS continue to provide gifts and support to staff to promote a positive school climate. LINKS also provide school supplies and human services to families within the school community throughout the year. Lake Taylor Middle School has implemented a steering committee that is comprised of LTMS staff and community members to think of ways of contributing to the overall school goals. Lake Taylor Middle School also works closely with the Norfolk Redevelopment Housing Authority to promote STEM initiatives.</p>
<p>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.</p>	<p>For this upcoming school year, we are submitting a request to the VDOE to contract with the American Institutes for Research (AIR) to provide support as our Lead Turnaround Partner. They will provide support that will be aligned with our data, identified areas of need, and other school improvement efforts. Specifically, we are requesting that AIR provide support for math and reading teachers who are in need of support. These teachers will be identified by the following criteria:</p> <ul style="list-style-type: none"> • Teachers who have low pass rates from math and reading formative data. • Deficiencies in regards to pedagogy as designated by formal and informal observations. • Deficiencies in regards to classroom management as designated by formal and informal observations. • Essential Action 4- By providing this support, AIR will provide this guidance to our teachers who need the most support. <p style="text-align: right;">Y-CAPP and</p> <p>COMPASION are therapeutic day counseling services that work with students and their families throughout the school year. These organizations address behaviors that impede student progress. The work provided by counselors has resulted in decreased out of school suspensions and higher promotion rates.</p>
<p>3. In what ways will parents be involved in the design and implementation of the interventions, and given the opportunity for input? Informed of progress?</p>	<p>The PTA has grown this year, but continued growth is needed to build a strong parent base of engagement. Parents participate in parent-teacher-conferences, and respond appropriately when contacted by the school. Last year, Lake Taylor Middle School implemented the parent partnership meetings that taught parents how to support students in regards to SOL assessments. Parents received resources to support SOL initiatives. Wednesdays afternoons are reserved as parent conference days.</p>

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<p>STAFFING & RELATIONSHIPS</p> <p>1. What process is used to assign teachers to positions, classes and grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	<p>Lake Taylor Middle School administration assessed teachers using formative assessment results:</p> <ul style="list-style-type: none"> • These formative assessments included common formative assessments (CFA) and Division Benchmark Assessments (DBA). • These assessments were used to gauge teacher effectiveness with regards to student learning outcomes. Also student learning was gauged by formal and informal observations. • As a result of formative assessments and observations, teachers were placed in more suitable assignments. Also, two teachers were re-assigned to subjects that were more suitable to their strengths. • Essential Action 5-By using formative assessments to gauge learning, Lake Taylor Middle School will have further data in regards to tier 1 instruction and needed interventions. <p style="text-align: right;">As a result of</p> <p>formative assessments and observations, teachers were placed in more suitable assignments. In addition, two teachers were removed from subjects that required SOL assessments.</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>INDICATOR #3 Teachers received training on the evaluation tool. Professional development and guidance were provided for teachers to complete their goal setting form. Mid year conferences were held with teachers. Teacher quality is evaluated through both formal and informal observations. Teachers are also evaluated based on student achievement. Evaluative comments given to teachers are aligned to the teacher evaluation instrument. Faculty meetings will also include professional development regarding AARPE as designated by the Virginia Department of Education.</p>
<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.</p> <p>b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	<p>INDICATORS #3 AND #5</p> <p style="text-align: right;">a. At the</p> <p>end of the testing period, teachers who had met and/or exceeded goals in increasing student achievement were recognized in faculty meetings.</p> <p style="text-align: right;">b. Specific teachers are receiving</p> <p>support based on formal and informal observations and student performance. PLCs have been created to provide individualized support for teachers. AIR has supported these efforts:</p> <ul style="list-style-type: none"> • Specific teachers are receiving support based on formal and informal observations and student performance. • A PLC has been created in all grade levels for math and reading. These PLCs meet weekly to analyze formative data and adjust instruction. In addition, these PLCs specifically support teachers' efforts as they design lesson plans that are linked to the curriculum framework. • Essential Actions 3- These PLCs help teachers examine the content, pacing, and instructional delivery with regards to student engagement and frequency which teachers check for understanding. • Essential 4- Teachers will use formative data to identify high yield strategies to adjust instruction to remediate tier 2 and 3 learners.

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<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>INDICATOR #3 The principal is evaluated by the executive director of schools. Feedback is received on the midyear conference and on the summative evaluation at the end of the school year. Student and teacher surveys provide feedback on the school and on administrative leadership during late spring of each year.</p>
<p>5. How do you define the relationship between the state contractor, lead turnaround partner or internal lead partner, and the principal? How can it be improved? (Applies to continuation applications ONLY)</p>	<p>The relationship between the Lead Turnaround Partner and the principal was insightful in that suggestions for improving and for monitoring instruction were provided during SGT meetings.</p> <p>The relationship between the Internal Lead Partner and the principal is informative. The Internal Lead Partner is readily available to assist and answer questions. Support is constantly offered and progress is monitored to ensure that task completion will align to division and state deadlines. Overall, their relationships are all very collaborative.</p>
<p>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?</p>	<p>ID01, ID04, ID10, ID11, IE05, IE06, IE10, IE13</p> <p>A very coherent leadership team has been established at Lake Taylor Middle School. Department Chairs have been selected for the ELA, math, history, science, PE, and related arts departments. These teacher leaders with specialists review lesson plans and provide feedback to faculty and administration. Grade Level Chairs have also been established to insure that core areas consistently assess if students are meeting goals in regard to SOL achievement. The School Leadership Team will meet weekly to discuss progress toward school improvement goals. A School Improvement Administrator supports Lake Taylor Middle School on a frequent basis. The School Governance Team (SGT) will meet monthly to provide feedback and assistance to Lake TAYlor Middle School. It should also be noted that each team meeting has an agenda to establish purpose and fidelity of implementation.</p>

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<p>2. What policies or practices exist as barriers that may impede the school's success? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices). List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)</p>	<p>IE08, ID11, IE13 Attracting and retaining highly qualified teachers have been major barriers in regards to Lake Taylor Middle School's development of capacity. Lake Taylor Middle School is engaged in planning and implementing strategies to attract and retain highly qualified teachers. These strategies include providing mentors to new teachers, quality professional development, instructional support from the school and district level as well as meetings with the principal and key administrators to ensure that new teacher's needs are met. Maintaining teacher quality throughout the building has been a challenge for Lake Taylor MS. This will be addressed through the use of a division walk through instrument highlighting criteria that insures teacher quality. Lake Taylor Middle School has also created a professional learning community to support targetted teachers in regards to classroom management. The PLC will meet bi-monthly. Mentors have been identified to support first year teachers.</p>
<p>PHASE OUT PLANNING 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?</p>	<p>a. Remediation and Intervention need to be continued to support tier 2 and 3 students. Professional development should be continued to support tier 1 instruction. Roles and responsibilities should continue to be distributed among the staff so that services and support will continue and will be provided by the instructional team. b. The Office of School Improvement will continue to support Lake Taylor Middle School in regards to support and guidance. In addition LTMS should also continue Title I Funding. Roles and responsibilities have been distributed among the staff so that services and support will be provided by the instructional teams. Teachers have worked in teams and have carried out events and projects without the assistance of coaches. Department chairs and teacher leaders will assume duties of coaches.</p>
<p>2. What supports from the state would be the most helpful?</p>	<p>Lake Taylor Middle School is focusing on the use of formative assessments. This will be a weekly focus for PLCs. Professional Development regarding the use of formative assessments could help. Additional resources regarding classroom management. Additional support in effective mathematics and reading instruction.</p>

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Required Elements	
Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.	
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 (2012-2013 and 2013-2014) 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.)

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<p>3. Total number of minutes in the 2013-2014 school year that all students were required to attend (broken down by daily, before-school, after-school, Saturday school and summer school) and any additional increased learning time planned for 2014-2015</p> <p>*This information will be shared with USED.</p>	<p>Total Number of Minutes for 2013-14: 67,560 minutes</p> <p>Total Number of Minutes of Extended Learning Time for 2013-14: 108,000 minutes (48,000 during the day minutes and 60,000 after school minutes)</p>
<p>4. 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</p>	<p>Total Students: 839</p> <p>Male: 444</p> <p>Female: 395</p> <p>Asian: 17</p> <p>Black: 681</p> <p>Hispanic: 35</p> <p>White: 63</p> <p>Students with disabilities: 167</p> <p>Limited English proficient: 23</p> <p>Migrant: 0</p> <p>Homeless: 0</p> <p>Economically disadvantaged: 663</p>

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<p>5. Analysis of student achievement data with identified areas that need improvement based on 2012-2013 and 2013-2014. (Include preliminary data for 2014-15 if this is a continuation application.)</p> <p><u>Example:</u> 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 throughout the application.)</p> <p><u>Nonexample:</u> Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</p>	<p>Area 1: Annual reading scores have dropped since the implementation of the more rigorous SOL standards reading (74%, 43%, 50%). The scores have varied each year in each grade level: Grade 6 (78%,42%, 46%), Grade 7 (70%, 40%, 47%), Grade 8 (72%, 38%, 41%). Last year students who had previously failed a reading SOL were supported in remediation classes that occurred during the day. The overall pass rate in reading increased from 43% to 50% this year. However, these low pass rates suggest the the faculty and staff need professional development in implementing tier 1 instruction.</p> <p>Area 2: Overall, math scores have been consistently low (63%, 43%, 48%). Last year Lake Taylor Middle School only saw minor increases in math SOL assessments: grade 6 (43%, 43%, 42%), Grade 8 (10%, 21%, 22%). More significant increases were seen in credit bearing classes: Algebra I (69%, 66%,75%), Geometry (52%, 58%, 86%). Last year, the overall pass rate increased from 43% to 48%. Math 7 was assessed for the first time with a pass rate 7% in 2012. This year the pass rate increased to 32%. While there were improvements, these low pass rates suggest that teachers need more support in regards to improving tier 1 instruction.</p>
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<p>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</p>	<p>Lake Taylor Middle School was built in 1966. There are 52 classrooms. LTMS has a media center with various resources. There are books and magazines as well as 26 computers for students to conduct research. 250 students can be served in the cafeteria. The school has two gymnasiums; a main gym and an auxiliary.</p>	
<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p>Technology is readily available to teachers and students throughout the building. Laptop carts, desktop computers, computer labs, and Ipads provide access for computer based instruction, testing, and classroom instruction.</p>	
<p>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 2013-2014 school year. This should be an unduplicated count for each set.</p>		
<p>Set 1 Category</p>	<p>Number of Teachers</p>	<p>Percentage of All Teachers</p>
<p>Highly qualified teachers</p>	<p>67</p>	<p>91%</p>
<p>Teachers (not highly qualified)</p>	<p>6</p>	<p>9.00%</p>

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Set 2 Category	Number of Teachers	Percentage of All Teachers
Teachers with less than 3 years in grade/subject	23	34%
Number of teachers with a provisional license	6	9%

LIST the number of teachers by grade level or subject area with less than 3 years of experience (i.e., Grade 3 (2) or Gr 7 Reading/LA (1))

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9. a. 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)	Years	# of Instructional Staff
	0	5
	1	10
	2	8
	3	11
	4	3
	5	2
	6	5
	7	8
	8	2
	9	1
	11	1
	12	2
	13	1
b. Total number of days teachers worked divided by the number of teaching days (2013-2014).	15	1
	21	1
	b. Totals days teachers worked (14,881.87) / number of teaching days (15,620) = 95.2%	
	***** #8	
	Math - 7, English - 3, History - 3, Special ed - 4, Other - 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
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<p>1. a. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively. b. Provide a timeline.</p>	<p>To ensure that the selected transformation model is implemented effectively, division and school-level administrators maintain on-going communications with status updates on all school improvement efforts. Division and school-level staff participate in monthly Shared Governance Team (SGT) meetings to review various data sets, conduct classroom observations, align resources as needed, and receive support updates from the Lead Turnaround Partner. Also, on a monthly basis, our division leadership team meets (with our VDOE liaison) to discuss all school improvement efforts, monitor Indistar plans, and identify schools in need of additional support. The Office of School Turnaround and Improvement will continue to support Lake Taylor Middle School in regards to feedback and guidance in relation to school improvement efforts.</p> <p>b. The division will ensure that Lake Taylor Middle School's PLCs and leadership teams meet weekly. Shared Governance Team Meetings will occur monthly. Also, OSTI team members will provide ongoing guidance and support with all school improvement efforts.</p>
<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>Since Lake Taylor Middle is still classified as a Priority school, AIR will continue to serve as their Lead Turnaround partners for the 2014 -2015 school year.</p>
<p>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.</p>	<p>Goal 1. Lake Taylor Middle School will increase student achievement in reading to meet state accreditation on the Student outcome(s): At least 75% of Lake Taylor Middle School students will pass the Reading SOL assessments during the spring of 2015.</p> <p>Goal 2. Lake Taylor Middle School will increase student achievement in math to meet state accreditation on the SOL assessment in May 2015.</p> <p>Student outcome(s): At least 70% of Lake Taylor Middle School students will pass math SOL assessments during the spring of 2015.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>The Norfolk Public School division level leadership will utilize all resources to support the needs of Lake Taylor Middle School. The division's school improvement team consists of members from all central administration departments. Division level administration visits Lake Taylor Middle School weekly to participate in collaborative problem solving and instructional support for staff and students this school year. The division leadership team will work closely with the lead team will continue to support Lake Taylor Middle School. The Office School of Turnaround and Improvement has been established to provide support for targeted for priority schools.</p>
<p>Required Elements</p>	
<p>Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</p>	
<p>1. Steps taken to secure the continued support of the local school board for the reform model chosen</p>	<p>N/A</p>
<p>2. Steps taken to secure the support of the parents for the reform model selected</p>	<p>N/A</p>
<p>3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)</p>	<p>N/A</p>
<p>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</p>	<p>N/A</p>

Tab 3: School 2 Reflections and Planning
and Required Elements

School 2 Name:	Lindenwood Elementary
<p>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 2014-2015 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.</p>	
Question	Response
<p>Future Goals: 1. Please list 3- 5 goals for the upcoming school year:</p>	<p>Indicators: I4-11,K2-8,TA01-03; 1) Students in kindergarten through second grade will increase achievement in reading as evidenced by an increase in the percentage of students increasing from 78% on the 2014 Spring Phonological Awareness Literacy Screening (PALS) to 100% on the 2015 Spring PALS. 2) Students in kindergarten through second grade will increase achievement in math as evidenced by an increase in the percentage of students demonstrating proficiency from 75% on the 2014 on the Lindenwood Math Portfolio to 100% on the 2015 on the Lindenwood Math Portfolio. 3)Students in grades three through five will increase achievement in reading as evidenced by an increase in the percentage of ALL STUDENTS scoring proficient or above on the 2014 AMOs from 47% to 69% on the 2015 AMOs. 4)Students in grades three through five will increase achievement in math as evidenced by an increase in the percentage of ALL STUDENTS scoring proficient or above on the 2014 AMOs from 47.4% to 69% on the 2015 AMOs.</p>

Tab 3: School 2 Reflections and Planning
and Required Elements

<p>School Climate:</p> <p>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?</p> <p>b. What were the most successful strategies used to change the school climate?</p> <p>c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	<p>Indicators: D5, G1, G2, G3, G5, G6, H1</p> <p>a. The school climate improved based on the efforts of school administration and staff. Administrators took an active role to survey teachers and students in order to better understand how to improve school climate and use suggestions to make decisions.</p> <p>b. Parents and administration communicated as preventive measures when a concern about incidents would disrupt the school learning environment. Faculty meetings and professional development sessions were very impactful. Also, each grade level was assigned a day that their students could exchange items for tickets (given for appropriate behavior) at the school store. In addition, consistent validation of staff for using effective instructional strategies and for going beyond the call of duty were successful.</p> <p>c. No, there were no unsuccessful attempts to change the school climate because staff and students were recognized monthly and sometimes weekly as we implemented and monitored the our recognition programs.</p>
<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>Teachers' perceptions of parents and their level of involvement in their children's academic lives is an anticipated barrier to further improving the school climate, as well as parents' and community perceptions of teachers and the school. During the previous school year, the staff experienced high teacher turn-over. New staff's perceptions of the school and surrounding community are additional anticipated barriers. Our school has begun the process to become an IB school. The impact adjustments/ changes will have on school climate is unclear.</p>

Tab 3: School 2 Reflections and Planning
and Required Elements

<p>PROCESS STEPS / ATMOSPHERE OF CHANGE</p> <p>1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders?</p> <p>b. How are decisions communicated with all staff and/or stakeholders?</p>	<p>Indicators: D1 & D3</p> <p>a. The facilitation of all meetings including SGT, Instructional Team, Faculty, Grade Level Team, Vertical Team, and Leadership Team Meetings are organized with an agenda that allows time for the brainstorming and sharing of transformation ideas and pedagogical improvement. Input is solicited and received from all stakeholders via various school and community outreach meetings.</p> <p>b. An agenda usually guides discussions and includes time to communicate decisions to all staff and/or stakeholders. Decisions are explained with their rationale. The decisions are linked to the School Improvement Grant/improvement plan, NPS expectations, non-negotiables, etc. The Family Engagement Sp., teachers, school counselor, office manager, and administrators correspond with parents daily on pertinent issues involving the teaching / learning process and the school improvement initiatives with verbal or written communication at PTA & Civic League meetings (face-to-face, phone, EduLink Mass phone contacts, notes, Student Agendas, Marquee, websites, PTA bulletin boards, etc.).</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>Responsibilities are divided based on staff members' areas of strength and interest. As various meetings are held, team members are clear of expectations and responsibilities. More difficult tasks are handled using a larger team approach. Responsible parties have the resources necessary to follow through. If not, administration is made aware so that it can be resolved and resources are no longer a barrier to the accomplishment of the task.</p>
<p>3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?</p>	<p>Indicators: K4 & G6</p> <p>A staff member from our division's Office of School Turnaround and Improvement is assigned to our school to assist with the implementation and monitoring of all improvement efforts. Also, through monthly Shared Governance Team (SGT) meetings, Pearson's onsite support, quarterly planning, faculty meetings, professional development homework assignments and formal and informal teacher observations, new strategies or practices are monitored. If the strategies or practices are not working, additional professional development is planned and the issues are addressed through faculty meetings, lead team meetings, grade level meetings and one-on-one meetings between teachers and administrators and teachers and support staff.</p>

Tab 3: School 2 Reflections and Planning
and Required Elements

<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)</p>	<p>Indicator: TAO1 ~ In grades K-5 all students are assessed:</p> <ul style="list-style-type: none"> + quarterly in reading and writing via ePortfolio. +Lindenwood's Math Portfolio + PALS +division mathematics diagnostic and performance assessment in January and June +division mathematics diagnostic and performance assessment in March and June +The school division benchmark tests + data from teacher created assessments + common formative assessments +iStation
<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	<p>Indicators: K4-9</p> <p>a. Teachers differentiate learning for students in Tier I instruction by delivering instruction in a format that encourages full engagement. PD will be provided in the use of research-based best practices with a heightened level of rigor for whole-group instruction. As assignments are graded, the teacher creates small & flexible groupings to address the deficits in skills & content. Additional experiences are provided for students through individual academic instructional sessions as needed.</p> <p>b. Formative assessments are used to track and document students' progress toward achieving mastery of the Standards of Learning. They are also used to improve instructional practices, give students timely, specific feedback, determine which students require reteaching, and differentiate instruction throughout the teaching and learning process.</p>
<p>3. How does student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p>	<p>Teachers became even more aware of how their instructional decisions impact student achievement and their success. This process encouraged them to analyze their specific intentions to raise their students' level of academic achievement. It also helped them to focus on the direct needs of our students thereby using data-driven decision-making for optimal academic success.</p>

Tab 3: School 2 Reflections and Planning
and Required Elements

<p>EXTERNAL SUPPORT</p> <p>1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>Indicators: D2-7; Creating an environment that is conducive for learning & heightened learning activities were supported by these stakeholders who assisted us in strengthening instruction & improving our school culture. These are critical components of our school improvement plan including but not limited to: United Way Volunteers--improve the physical appearance; Rotary Club--read to classes, gave free books; Norfolk Police Dept--built relationships w/ stdnts; Norfolk Sheriff's Office--Ident-a-Kid event & a jail tour for specific stdts; The Ladies of Lindenwood participated in Read Across America; School Board members & City Council read to students and served as guest speakers.</p>
<p>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.</p>	<p>Pearson will return as our Lead Turnaround Partner. The services to be rendered will build on what has been accomplished during the 2013-2014 school year and intensify the services that need to be continued from the previous year. Foci are to add more rigor to student learning, to target all grade levels in all content areas, to build capacity among the staff, and to work together to ensure continuation of this sustainable growth after the SIG time limit has passed. Activities include a planning conferences to get a current snapshot of data and refine the Implementation Plan. The specific needs of the students and instructional staff will be the catalyst for a thrust toward necessary adjustments to this malleable plan.</p>
<p>3. 3. In what ways will parents be involved in the design and implementation of the interventions, and given the opportunity for input? Informed of progress?</p>	<p>A few parents attended standards-based afterschool events, workshops, PTA functions, coached and helped with extra-curricular activities, read and implemented learning activities that are sent home through the Family Engagement Program, and assisted in the Parent Center and classroom. Also, parents helped with the distribution of bags of food to the neediest students and attended School Board meetings. Our school team provided instructional materials during academic parent sessions and transportation to extra-curricular events. A Principal's Advisory Council was formed for the purpose of informing parents and garnishing their input on specific topics and events.</p>

Tab 3: School 2 Reflections and Planning
and Required Elements

<p>STAFFING & RELATIONSHIPS</p> <p>1. What process is used to assign teachers to positions, classes and grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	<p>Indicators: C8, H2</p> <p>1. The Department of Human Resources provides a pool of candidates for the school administrator to interview. This allows teachers to be assigned according to the school's needs, the grade level's/ individual teacher's strengths and weaknesses. This process and adjustments if needed should ensure that the most skilled teacher is instructing the right group of students who can benefit most from her experience.</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>2. The district timelines, policies, and procedures are followed. Teachers who are on summative are informed and are given guidelines for observations and the summative evaluation. As observations are completed, administrator/teacher post observation conferences are held. Quarterly formal observation templates are completed and submitted to the district.</p>
<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.</p> <p>b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	<p>a. School leaders, teachers, and other staff's achievements are recognized during meetings and Honors' Assemblies. They are presented with certificates, small tokens of appreciation, medals and/or plaques..</p> <p>b. Teachers who need support are identified through on-going classroom observations and analyses of available informal and formal student data. Teachers receive extra support from division and school support staff, as well as the Lead Turnaround Partner (Pearson) through modeling, coaching, and individualized and tiered professional development, as well as frequent feedback from observations.</p>

Tab 3: School 2 Reflections and Planning
and Required Elements

<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>4. The principal is formally evaluated and given feedback by one of the NPS Executive Directors for Elementary Schools twice annually. An evaluative rubric is supplied, completed by the principal, and revised, if needed, by the Executive Director for the mid-year evaluation as well as for the annual summative evaluation. The Principal signs whether in agreement or not. If not, then a rebuttal statement is encouraged to be attached.</p>
<p>5. How do you define the relationship between the state contractor, lead turnaround partner or internal lead partner, and the principal? How can it be improved? (Applies to continuation applications ONLY)</p>	<p>#NAME?</p>
<p>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?</p>	<p>Indicators: D1, D3, D5 The Instructional Support Team meets weekly to discuss anything related to the school improvement effort, overall strategic vision, and various assessment data which are specific to the foundational issues that impact the improvement plan. During this time, the team works collaboratively to make all decisions that will positively affect the data. Before final decisions are made, opportunities are provided to share thoughts on the data and activities that will impact instruction. All facets of individual information are considered in final decisions. In addition, quite a bit of shared decision-making occur during the monthly SGT meetings.</p>

Tab 3: School 2 Reflections and Planning
and Required Elements

<p>2. What policies or practices exist as barriers that may impede the school's success? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices). List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)</p>	<p>One barrier that impedes the school from succeeding is the district's policy on the teacher selection process. Schools in improvement may be negatively affected by these policies concerning seniority and Reduction in Force. This school year, the human resource department prioritized the placement of highly-qualified teachers when vacancies occurred at our school. We were also invited to participate in various job fairs to assist in screening applicants for our school. Teacher quality is a standard monthly Shared Governance Team (SGT) agenda item.</p>
<p>PHASE OUT PLANNING 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?</p>	<p>a. The services that should be maintained after these federal funds and supports end are those that are provided by the State Facilitator, OSTI staff, and Internal Lead Partner (promoting continuous school improvement).</p> <p>b. The school and division will prepare for the phasing out of outside funds, supports, and services by</p> <ul style="list-style-type: none"> -- providing support through the Executive Director -- continuing to document and close monitoring improvement efforts -- supporting the school improvement plan adjustments as needed -- requesting feedback concerning the support that the school receives -- providing support through the Office of School Turnaround and Improvement

Tab 3: School 2 Reflections and Planning
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<p>2. What supports from the state would be the most helpful?</p>	<p>Supports from the state that would be the most helpful as these federal funds end include: --Additional support in effective reading and mathematics instruction. --Additional Support in interpreting the Reading Standards. --Additional resources regarding classroom management.</p>
<p>Required Elements Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p>Required element</p>	<p>Response</p>
<p>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>
<p>2. Student achievement data for the past two years (2012-2013 and 2013-2014) 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)</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>

Tab 3: School 2 Reflections and Planning
and Required Elements

<p>c. Total number of minutes in the 2013-2014 school year that all students were required to attend (broken down by daily, before-school, after-school, Saturday school and summer school) and any additional increased learning time planned for 2014-2015. *This information will be shared with USED.</p>	<p>For school year (2013 - 2014), all students were required to attend school for 67,560 minutes. - During the 2014-2015 school year, the following extended learning time is expected to be provided: a. Before school -2,700 minutes b. After School -3,180 minutes c. Summer School-4,320 minutes</p>
<p>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</p>	<p>Male: 218 Female: 199 Asian: 5 Black: 364 Hispanic: 11 White: 19 Students with disabilities: 47 Limited English proficient: 5 Migrant: Homeless: 8 Economically disadvantaged: 382</p>

Tab 3: School 2 Reflections and Planning
and Required Elements

<p>5. Analysis of student achievement data with identified areas that need improvement based on 2012-2013 and 2013-2014. (Include preliminary data for 2014-15 if this is a continuation application.)</p> <p>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 throughout the application.)</p> <p>Nonexample: Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</p>	<p>The annual reading scores demonstrate a drop in grades 3, 4, and 5 from 2011-12 to 2012-13 (72%,82%,83% to 33%, 47%, 58%) while a slight increase is seen in 2013-2014 (41,51,51). Math continues to be a challenge with Grades 3 and 5 Math displaying a decline from 17% and 31% in 2011-2012 to 13% and 27% in 2012-13. Grade 4 scores are 43% and 43% for the same time frame. The math score for 5th grade rose to 35% in 2013-14 and huge gains were displayed for grades 3 and 4 math to 40% and 70%.</p>
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Tab 3: School 2 Reflections and Planning
and Required Elements

<p>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</p>	<p>Lindenwood School was built in 1952 and has a total of 24 classrooms. The Media center has 12 computers, two of which are on the circulation desk and the media specialist's office office and three laptops making it a total of 15 computers. There are approximately 13,576 books and a total of 174 electronic books available to our students.. The cafeteria/auditorium is a rectangular shaped room that is separated by a petition lowered from the ceiling. On one side is the auditorium and on the other side is the cafeteria which has two serving lines for our 420 kindergarten through fifth grade students and 52 PreKindergarten students. The physical education classes are held in the auditorium and outside.</p>	
<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p>The technology available to the students and instructional staff include: desktop computers, laptop computers, one computer lab and one laptop lab. There are some iPads, document cameras, and digital cameras available in the media center for teachers to check out and one smart table.</p>	
<p>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 2013-2014 school year. This should be an unduplicated count for each set.</p>		
<p>Set 1 Category</p>	<p>Number of Teachers</p>	<p>Percentage of All Teachers</p>
<p>Highly qualified teachers</p>	<p>37</p>	<p>100%</p>
<p>Teachers (not highly qualified)</p>	<p>0</p>	<p>0</p>

Tab 3: School 2 Reflections and Planning
and Required Elements

Set 2 Category	Number of Teachers	Percentage of All Teachers
Teachers with less than 3 years in grade/subject	11	29%
Number of teachers with a provisional license	0	0.00%

LIST the number of teachers by grade level or subject area with less than 3 years of experience (i.e., Grade 3 (2) or Gr 7 Reading/LA (1))

Tab 3: School 2 Reflections and Planning
and Required Elements

<p>9. a. 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)</p> <p>Sample:</p> <table border="1"> <thead> <tr> <th>Yrs</th> <th>#Instructional Staff</th> </tr> </thead> <tbody> <tr><td>0</td><td>1</td></tr> <tr><td>1</td><td>6</td></tr> <tr><td>2</td><td>4...</td></tr> </tbody> </table>	Yrs	#Instructional Staff	0	1	1	6	2	4...	#YEARS	# OF INSTRUCTIONAL STAFF
	Yrs	#Instructional Staff								
	0	1								
	1	6								
	2	4...								
	0	10								
	1	3								
	3	2								
	4	1								
	5	3								
	9	1								
	10	1								
	12	1								
	14	1								
	15	2								
17	2									
18	1									
24	2									
<p>b. Total number of days teachers worked divided by the number of teaching days (2013-2014).</p>	29	1								
	42	1								
	TOTAL 32									
	<p>b. Totals days teachers worked (7,732) / number of teaching days (8,020) = 96.4%</p> <p>*****</p>									
	<p>#8 PREK (1)</p> <p>KINDERGARTEN (3)</p> <p>GRADE 1 (2)</p> <p>GRADE 2 (2)</p> <p>GRADE 3 (1)</p> <p>GRADE 4 (1)</p> <p>GRADE 5 (0)</p> <p>SPEC EDUC (2)</p>									

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
<p>1. a. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.</p> <p>b. Provide a timeline.</p>	<p>a. To ensure that the selected transformation model is implemented effectively, division and school-level administrators maintain on-going communications with status updates on all school improvement efforts. Division and school-level staff participate in monthly Shared Governance Team (SGT) meetings to review various data sets, conduct classroom observations, align resources as needed, and receive support updates from the Lead Turnaround Partner. Also, on a monthly basis, our division leadership team meet (with our VDOE liaison) to discuss all school improvement efforts, monitor Indistar plans, and identify schools in need of additional support.</p> <p>b. Our timeline is a continuous cycle each year. During the summer, various data sets are reviewed, collaborative meetings are held with school & division level members, LTP, and VDOE staff to discuss next steps and improvement efforts. Once school starts, on a monthly basis, various planning & implementation meetings are held that include: updating our improvement plan, reviewing data sets, classroom observations, VDOE TA sessions, school board presentations, LTP collaborative sessions & support, etc. Also, the OSTI staff will provide on-going support in all areas.</p>
<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>Pearson will continue as the Lead Turnaround Partner. They maintain ongoing communications with division and school-level staff. Partners provide monthly updates/status reports during STG and leadership team meetings. Also, they participate in data team meetings and attend all VDOE technical assistance sessions to ensure their alignment with all school improvement efforts.</p>

Tab 3: School 2 Reflections and Planning
and Required Elements

<p>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.</p>	<p>The AMO goals for reading and writing are as follows: - Students in grades three through five will increase achievement in reading as evidenced by an increase in the percentage of ALL STUDENTS scoring proficient or above on the 2014 AMOs from 47% to 69% on the 2015 AMOs.</p> <p>- Students in grades three through five will increase achievement in math as evidenced by an increase in the percentage of ALL STUDENTS scoring proficient or above on the 2014 AMOs from 47.4% to 69% on the 2015 AMOs.</p> <p>The strategies to assist us in meeting this goal are: To monitor student achievement and ensure that tiered instructional support is provided, schools and the division administer on-going common formative assessments. Assessment data identify students in need of Tier 2 and Tier 3 interventions. Division team members conduct monthly Focus Walks to monitor rigor, differentiated instruction, curriculum alignment, and full implementation of the "Cycle for Results". Also, school</p>
<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>The division has created an Office of School Turnaround and Improvement (OSTI) which serves to offer consistent, stable, relevant support to Lindenwood's students and staff and to eliminate barriers and ensure quick wins toward a strong and steady growth in all avenues that affect academic achievement. OSTI consists of an Executive Director, Senior Coordinator, and two School Improvement Administrators. This partnership between the division, LTP, and the Principal will inevitably result in full accreditation and all AMOs being met. Additional support consists of members from all central administration departments. On a monthly basis, they participate in SGT meetings with the school teams, the Lead Turnaround Partner, and the VDOE liaison. Also, the Lead Turnaround Partner and Executive Directors maintain ongoing communications with building administrators to ensure that support is provided in all identified areas of need.</p>
<p>Required Elements Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</p>	
<p>1. Steps taken to secure the continued support of the local school board for the reform model chosen</p>	<p>N/A</p>

Tab 3: School 2 Reflections and Planning
and Required Elements

2. Steps taken to secure the support of the parents for the reform model selected	N/A
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	N/A
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	N/A

Tab 5: School 4 Reflections and Planning
and Required Elements

School 4 Name:	Campostella Elementary
<p>Reflections and Planning</p> <p>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 2014-2015 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.</p>	
Question	Response
<p>Future Goals:</p> <p>1. Please list 3- 5 goals for the upcoming school year:</p>	<p>TAO1, TAO2, TAO3, D3-D6 -Goals for the 2014-2015 school year as follows:</p> <p>Goal 1-Increase student achievement in Reading, Campostella Elementary School students will increase achievement in reading as measured by an increase of all students meeting AMO's from 25% in May, 2014 to 72% in May, 2015.</p> <p>Goal 2. Increase Math, Campostella Elementary School students will increase achievement in math as measured by an increase of all students meeting AMO's from 26% in May, 2014 to 68% in May, 2015.</p> <p>Goal 3- Student discipline will improve, evident by a decrease in out of school suspensions from 226, 2013-2014 to 50, 2014-2015 school year.</p>

Tab 5: School 4 Reflections and Planning
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<p>School Climate:</p> <p>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?</p> <p>b. What were the most successful strategies used to change the school climate?</p> <p>c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	<p>Indicators B2, B4, G1-G6-a</p> <p>1a. Teachers, parents, and community members recognize that the school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate and that the school has established a comprehensive system to address barriers to learning and teaching and reengaging students who have become disengaged.</p> <p>b. A purposeful promotion of meaningful and engaging practices, school-wide activities, and norms that promote learning and positive social, emotional, and civic responsibilities has been established. Providing transportation for parents and community members to during and after-school activities has been implemented. Weekly messages from the principal including Kudos are shared via emails and school announcements. Greater visibility and accessibility of the principal is now in practice. The school colors and mascot are very visible throughout the building and students, as well as staff, consistently wear school colors to promote unity.</p> <p>continuous implementation and training for teachers will guide our students, parents, staff, and the community, around a common culture using proven best-practices and intervention that value all children and offers them the caring relationships and high expectations necessary for their success.</p> <p>The school climate improved as an esthetic environment in which teachers, parents, and the community felt welcomed, supported, and safe: socially, emotionally, intellectually, and physically.</p> <p>Initially, transportation provided to parents and community members to promote participation in school-wide activities was not accessed vigorously. However, participation has increased over time.</p>
<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>D5-D7-Displacement of the school from the community present challenges and barriers to actively engage parents within the school setting. Additionally, the separation of staff requires additional personnel to support the professional development, collaborative planning, student remediation, and intervention to both locations.</p> <p>During the past two years, 2012-2014, the staff has experienced a large turnover and four administrative changes. For the current school year, 2014-2015, the relocation and division of the school into two different campuses continues: Pre-k-1 @ Berkley-Campostella ECC and grades 2-5 @ the former J.J. Roberts building. Teachers buying into the new administrative change, staff's perception of school and surrounding community, and building collegiately amongst both school sites have improved but continues to be an anticipated barrier to climate change that affect school culture. Teachers' expectations of student achievement may be an anticipated barrier as well.</p>

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<p>PROCESS STEPS / ATMOSPHERE OF CHANGE</p> <p>1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders?</p> <p>b. How are decisions communicated with all staff and/or stakeholders?</p>	<p>Indicators G1-G6 , I8,K1-2</p> <p>1a. Input is solicited from school staff via E-mails, Weekly Messages, and Grade- level planning. Additional opportunities for input are available during monthly Faculty, Correlate, Transformational, Instructional Leadership Team, Data, and Vertical Team Meetings. Professional development is offered a minimum of twice weekly, and surveys are administered intermittently throughout the school year. Agendas for each meetings are distributed and minutes are recorded from each team meetings held in a binder by the committee chairs. Input is solicited from stakeholders via PTA meetings, Campostella ES school event, Open-House, Parentlink telephone system, monthly newsletter, civic league meetings, parent workshops, networking events, marquee, school and district websites, Student Agendas, e-mails, and PTA bulletin boards/flyers. The Parent Engagement liaison, Guidance Counselor, Office Manager, and School Data Support Specialist, correspond with parents daily on pertinent issues involving the teaching /learning process and updates on the school improvement plan.</p> <p>1b. Decisions are communicated with all staff through weekly staff messages, grade level planning, faculty meetings, emails, school announcements, and ongoing communication with administration. Monthly newsletters and Community Taskforce meetings serve to inform families and to solicit their input in the decisions regarding their children's education.</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>Indicators G5, I8, 10-11--Responsibilities are divided based on staff members' endorsement, expertise, depth of knowledge, and strength. Specialist-Grade Level Planning, PD, Data Team Meetings, CFA, Provides Instructional Materials and resources, model lessons, Afterschool Tutoring, Support Tier II & Tier III instruction Interventionist-Support Tier II & Tier III instruction, Model lessons, Test Chair, Indistar Process Manager, Afterschool Tutoring, behavior support, classroom management support, some are Vertical Teams and Correlate Chairs.</p>
<p>3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?</p>	<p>Indicators A1-A4, G6-The members of SGT, which consist of state, district (including the new Office of School Improvement staff), the principal and Instructional Team, and the Lead Turnaround Partner (AIR) meet monthly to discuss, collaborate, and plan next steps which support student achievement, increasing teachers' capacity through planning and delivery of instruction.</p> <p>The Leadership Team meet weekly to review and disaggregate data to identify Tier II & Tier III students, provide focus walks to observe delivery of instruction and classroom management, review observations, and repeat the Cycle of Results as indicated. The team will monitor to see if new strategies and practices are implemented.</p>

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<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)</p>	<p>(TA01, TA02, TA03)-For the 2014-2015 school year, Campostella Elementary implemented a universal screening process to identify Tier II and Tier III students who require additional intervention in reading and math. Students completed the NPS District Pre-Assessment in reading and math. Based on the data results, Tier II students were identified as scoring within the 50-70% proficiency range and Tier III students scoring within the 0-49% proficiency range.</p> <ul style="list-style-type: none"> • Students in grades 3-5 will complete the NPS District Pre-Assessment in reading and math. • Students in Grade 5 will complete the State Algebra Readiness Test; students in Grades 2-5 will complete the STAR assessment • Teachers will administer the PALS assessment to Kindergarten- Third grade students. • Teachers will administer the Math Progress Monitoring Assessment in grades K - 2. • Teachers will administer District Benchmark Assessments. • Teachers will administer monthly building-level common formative assessments as an ongoing progress monitoring method. • Achieve 3000 and i-Station
<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	<p>(TA01, TA02, TA03)- a. Teachers differentiate learning for students in Tier I instruction through researched-based enrichment, alternative assessments, and project-based learning in a format which supports and encourages full engagement. Small and flexible grouping provide additional opportunities for teachers to address deficits in content and skills, encourage students to work of teacher in small group setting, and supports enrichment and extension.</p> <p>b. Formative assessments are used in the school by identifying the performance level of students by Tiers, planning, and delivery of instruction, intervention, and providing support.</p>

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<p>3. How does student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p>	<p>(TA01, TA02, TA03)- Student achievement goal-setting, impacts classroom instruction by guiding data -driven lesson planning, delivery, and differentiation of instruction, and assessment. Teachers implement the Cycle for Results to ensure that lesson planning, delivery of instruction, assessments, and remediation supports professional development goals and supports student achievement and academic success.</p>
<p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>Indicators D3-D6-Checkered Flag, Wave City Care/Wave Church, Calvary, Mount Lebanon, Hedges and Highways, Kappas of Norfolk, Norfolk State University, Old Dominion University, 4 H/VA Tech, Garden of Hope/Gethsemane, Daughters of Life Corporation, and Elegance In Action are official partners with Campostella Elementary School.</p> <p>Compasion Therapeutic Day Counseling Services, provide students and their families support throughout the school year. Compasion is a therapeutic day program housed in the school that addresses behaviors, which impede student progress. The work provided by counselors has resulted in decreased out of school suspensions and higher promotion rates.</p> <p>Checkered Flag car dealership provides vans as needed to transport parents to and from workshops.</p> <p>Wave City Care/WAVE Church-provided 66 Thanksgiving baskets, as well as, 100 Christmas baskets, gifts, and a party for selected families. Before students returned to school, they facilitated the beautification project which included landscaping, painting murals, and assisting teachers with setting up their classrooms. In addition, they provide summer academy and a summer in the neighborhood project.</p> <p>Mount Lebanon-Uniform donations, use of Fellowship Hall for events, supply donations.</p> <p>Hedges and Highways-Read to the students monthly.</p> <p>Daughters of Life Corporation-Holiday food baskets, adopts families during the holiday season, connects us to other available resources, send students to Camp Hope Haven Union Mission Camp, and provide financial assistance to families in crisis.</p> <p>Kappas of Norfolk-Thanksgiving baskets, supply donations, and donate to the clothing closet.</p>

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	<p>Norfolk State University-Mentors, Thanksgiving donations, adopt families during the holiday season. Old Dominion University-Adopts families during the holiday season, connects us to available resources. 4H/VA Tech-Nutrition workshops/classes for parents and students (includes donations of item needed in order to eat and cook healthy), volunteers. Garden of Hope/Gethsemane-Supply donations, monetary donations, and connect us to available resources.</p> <p>Elegance in Action-Volunteers, Holiday donations Metropolitan Funeral Service-Monetary donations, donates items each holiday. USS Bataan-Mentors/Volunteers, monetary donations, supplies donations. Catholic Charities-Monthly Grandparent's Support Group, adopts families during the holiday season, connects us to other available resources.</p>
<p>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.</p>	<p>Indicators E5 - E7</p> <p>A.I.R. was selected to be the Lead Turnaround Partner to provide support and build teacher capacity through professional development, coaching, focus walks, data analysis, and observations. A.I.R will continue to work with CES administration, Instructional Leadership team members, and staff to ensure student achievement and sustainable growth.</p> <ul style="list-style-type: none"> - They will provide support with the implementation of the Transformation Model and achieving the school's goals by providing the following: a School Transformation Coach to support all school improvement efforts, professional development & coaching to align with building teachers' capacity in instructional practices, providing reading and math instructional coaching support, and professional development to support and assist in lesson planning, curriculum alignment, student engagement, and delivery of instruction. Furthermore, they will provide leadership support in data analysis using diagnostic tools and progress monitoring. Additional support will be provided with engaging parents by partnering with the parent liaison to develop activities and events. - A.I.R. will also serve as a member of the Shared Governance Team.

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<p>3. In what ways will parents be involved in the design and implementation of the interventions, and given the opportunity for input? Informed of progress?</p>	<p>Indicators D3-D6- Parental involvement is a key component of all intervention. Parents will be informed of all safety-net interventions, before and after school remediation and enrichment programs, and online learning resources. Parents will be informed and involved in the design and implementation of the interventions, and given opportunity for input through workshops, info-sessions, newsletters, and Parentlink phone system. Attention will be given to increase PTA membership and parent involvement. Parents are active members of the Strategic Planning Committee and also lend their ideas to the Transformation Team. Bringing teachers and parents together promotes collaborative partnerships that reinforce specific skills and instructional strategies taught at school, that parents can reinforce at home.</p>
<p>STAFFING & RELATIONSHIPS 1. What process is used to assign teachers to positions, classes and grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	<p>Indicators H1, H5-7-The Department of Human Resources hosts job fairs to solicit the most qualified applicants. Once the applicants have been screened by HR, prospective candidates are sent to Campostella ES to be interviewed by the school administrator, which then determines the grade-level based on content knowledge, endorsements, experience, and best-fit. Once hired, the candidate is provided guidance and support from the administration and CES Instructional Leadership team. If after careful observation it is deemed necessary by the administration to place the teacher in another grade level based on the strengths or weaknesses observed, then the transition is made swiftly to ensure continued school improvement and ensure student success.</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>Indicators H8-H9-All teachers received training on the evaluation tool. Professional development and guidance were provided for teachers to complete their goal setting form. Teachers who are on summative are informed and are given guidelines for observations and summative evaluations. Teacher quality is evaluated through both formal and informal observations throughout the school year. As observations are completed, administrator/teacher post observations conferences are held. Evaluative comments given to teachers are aligned to the teacher evaluation instrument. Teachers are also evaluated based on student growth.</p>

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<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.</p> <p>b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	<p>Indicators H10-15, Strand K-</p> <p>a. 1. School leaders, teachers, and other staff's achievements are recognized during meetings on the morning news show, kudos in weekly message, staff incentives, newsletters, and on the marquee in front of the school. They are presented with certificates, small tokens of appreciation, and incentives.</p> <p>b. Teachers who need support are identified through on-going classroom observations and analyses of available informal and formal student data. Teachers receive extra support from administration including Office of School Improvement staff, district-level content specialists, CES Instructional Leadership Team, as well as, the Lead Turnaround Partner through modeling, coaching, individualized, and tiered professional development. Feedback is provided by the Shared Governance Team (SGT) on monthly walk-through and classroom observations.</p>
<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>Indicators C1-C8-The principal is formally evaluated and given feedback by their NPS Executive Directors for Elementary Schools twice annually. The principal completes the evaluative rubric, which if needed, is revised by the Executive Director for the mid-year evaluation, as well as for the annual summative evaluation at the end of the school year. Student and teacher surveys provide feedback on the school and on administrative leadership during late spring of each year.</p>
<p>5. How do you define the relationship between the state contractor, lead turnaround partner or internal lead partner, and the principal? How can it be improved?</p> <p>(Applies to continuation applications ONLY)</p>	<p>The relationship between the principal and the state contractor is a professional relationship. He keeps an open line of communication and provides inciteful input. The lead turnaround partners provide needed support based on data. They are active participants in all SGT meetings. The internal lead partner is my executive director who provides ongoing monitoring and support of all school improvement efforts.</p>

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<p>DECISION-MAKING PROCESS & AUTONOMY</p> <p>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?</p>	<p>Indicators A1-A4, G1, G5, K1-K2, -Decisions are made by various stakeholders. The division (including the School Improvement Staff), the principal, the CES Instructional Leadership team, and teachers make decisions based on student achievement data, professional development needs, and observations completed during monthly SGT visits. The CES Instructional Leadership Team meets weekly to discuss everything related to the school improvement effort, overall strategic vision, and various assessment data points which are specific to the foundational issues that impact the improvement plan. During this time, the team works collaboratively to make all decisions that will positively affect the data. Before final decisions are made, opportunities are provided to share thoughts on the data and activities that will impact instruction.</p>
<p>2. What policies or practices exist as barriers that may impede the school's success? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices). List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)</p>	<p>Indicators H16-22 -One barrier that impedes the school from succeeding is the district's policy on removing ineffective teachers. In previous years, although not legally binding, the district has recognized and supported teacher tenure/seniority after 3 years of provisional teaching in NPS. Removing ineffective teachers requires involved, detailed, and time-consuming paperwork. Schools in improvement may be negatively affected by these policies concerning seniority and Reduction in Force.</p> <p>The second barrier is the transfer policy. Many teachers find Title I and/or Priority schools challenging. The school's stability is negatively impacted by this constant staff turnover. Necessary documentation for these teachers will definitively began the fall of 2013. Creating a culture of stability was a priority for the end of 2013-2014 school year, as a result, only one teacher resigned and one teacher transferred. Building teacher's capacity in depth of knowledge, instructional delivery, and classroom management will have a direct correlation to improving student achievement. The executive director of school improvement and human resource staff are in on-going communications with principals about the processes for maintaining documentation for teacher support. The PRB committee is also in place to assist principals with issues and/or concerns.</p>

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<p>PHASE OUT PLANNING</p> <p>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?</p>	<p>Indicator B4 -The school and district will maintain the use of the Indistar tool to:</p> <p>1a. Continue to analyze and monitor data of student progress, build students’ capacity by tracking their progress, build teachers’ capacity through professional development, continue to provide leadership and instructional support to principal based on students’ performance data and teacher observation data. Collaboration will continue among central administration, various departments, and building level administration to provide support in the following areas: data analysis to gauge student achievement, professional development to continue to build teachers’ and administrator’s capacity. District content specialist and building level math and reading specialists will continue to support faculty to build their instructional capacity. These practices will assist in the ongoing Transformation Model and support school improvement efforts during the Phase-Out planning process.</p> <p>1b. Multiple funding sources will be in place by Title 1, LEA, community partnerships, etc., to support the Transformation Model with a scaffold-model support. The district will support the administration and instructional leadership team in aligning resources to support the goals of the Transformation Model. The district and building level instructional leadership team will prepare for the phase out of funds by providing ongoing professional development to maintain the capacity of the teaching staff based on student performance data and teacher observations. The district will also continue to provide Title 1 funding to support parental involvement through the Title 1 funded Parent Liaison position. In addition, the district will ensure that ongoing funding is provided to maintain the Safety Net and SOL remediation programs. School improvement efforts such as part time teachers will assist with the efforts to continue services to students and staff.</p>
<p>2. What supports from the state would be the most helpful?</p>	<p>Indicators B1-B4-Supports from the state that would be the most helpful include but is not limited to :</p> <ul style="list-style-type: none"> • A continued relationship and open communication with a state facilitator to monitor and provide feedback as needed. • Funding to support and maintain academic growth. • Funding to support and sustain technology enhancements and upgrades. • Funding to support staffing movement, training, and professional development.

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Required Elements	
Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.	
Required element	Response
<p>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>
<p>2. Student achievement data for the past two years (2012-2013 and 2013-2014) 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)</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>

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<p>c. Total number of minutes in the 2013-2014 school year that all students were required to attend (broken down by daily, before-school, after-school, Saturday school and summer school) and any additional increased learning time planned for 2014-2015. *This information will be shared with USED.</p>	<p>Indicators J1-J8-For school year (2013-2014), all students were required to attend school for 67,560 minutes. Total Extended Learning Minutes-5,160 After School- 3,960 minutes Before School Minutes-1200 minutes</p>
<p>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</p>	<p>Male: 326 Female: 341 Asian: 0 Black: 642 Hispanic: 5 White: 0 Students with disabilities: 95 Limited English proficient: 0 Migrant: 0 Homeless: 5 Economically disadvantaged: 627</p>

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<p>5. Analysis of student achievement data with identified areas that need improvement based on 2012-2013 and 2013-2014. (Include preliminary data for 2014-15 if this is a continuation application.)</p> <p>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 throughout the application.)</p> <p>Nonexample: Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</p>	<p>TAO1, TAO2, TAO3 -Area 1: Reading – The annual reading scores demonstrate a decline in the third grade and slight increases in grades 4-5 following Spring SOL testing in 2014. Grade 3 demonstrated a decline in percentage points (75%, 41%, 20.4%). Grade 4 demonstrated a slight increase in percentage points (83%, 25%, 28.7%). Grade 5 only moved .6 of a percentage point (79%, 35%, 35.6%).</p> <p>Area 2: Math – Annual math scores reflect a decline in student achievement in the third grade. However, gains were made in the 4th and 5th grades beginning in 2014. Grade 3 demonstrated a decline in percentage points (43%, 22%, 16.8%). Grade 3 has seen the most significant decrease. Grade 4 made gains (35%, 16%, 35.6%). Much like Grade 4, Grade 5 made gains (39%, 29%, 42.3%).</p>
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<p>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</p>	<p>While the new school is being constructed, Campostella Elementary School is temporarily housed in to sites. Grades PK-1 are at Berkeley ECC and Grades 2 -5 are at the former JJ Roberts Elementary School. The ECC site has a total of 15 classrooms with 10 mobile units. The JJ Roberts site has 21 classes with 4 mobile units.</p> <p>The Library Media Center @ JJ Roberts Elementary School currently has 11 desktops and a smart board for instructional and interactive activities. The media center is on a flexible schedule to allow whole group lessons and individual student checkout times.</p> <p>The cafeteria is located off the main hall. It has only one serving line and doubles as the auditorium during school-wide events.</p> <p>The school does not have a gymnasium. PE takes place in a small multipurpose room that only accommodates 1 class at a time. There is an open field, playground, and basketball court for PE when the weather permits. All of these outdoor resources are available to the classroom teachers during recess.</p>	
<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p>Technology is readily available to teachers and students throughout the building. Laptop carts in each grade 2-5 classroom, student laptops, desktop computers, and Ipad minis, Smart Interactive White boards provide access for classroom instruction, computer-based instruction, and testing.</p>	
<p>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 2013-2014 school year. This should be an unduplicated count for each set.</p>		
<p>Set 1 Category</p>	<p>Number of Teachers</p>	<p>Percentage of All Teachers</p>
<p>Highly qualified teachers</p>	<p>37</p>	<p>100%</p>
<p>Teachers (not highly qualified)</p>	<p>0</p>	<p>0</p>
<p>Set 2 Category</p>	<p>Number of Teachers</p>	<p>Percentage of All Teachers</p>
<p>Teachers with less than 3 years in grade/subject</p>	<p>13</p>	<p>35%</p>

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Number of teachers with a provisional license	1	2.70%
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LIST the number of teachers by grade level or subject area with less than 3 years of experience (i.e., Grade 3 (2) or Gr 7 Reading/LA (1)).

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9. a. 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)	#YEARS	# OF INSTRUCTIONAL STAFF	
	0	9	
	1	2	
	2	2	
	3	1	
	4	3	
	5	3	
Sample:	6	2	
Yrs	#Instructional Staff	7	1
0	1	8	4
1	6	9	4
2	4...	10	0
		11	1
b. Total number of days teachers worked divided by the number of teaching days (2013-2014).	12	1	
	13	1	
	14	1	
	15	4	
	16	1	
	17	1	
	19	2	
	22	1	
	23	1	
	26	1	
	29	1	
	34	1	
	b. Totals days teachers worked (10,658.25) / number of teaching days (11,000) = 96.8%		

	#8 PREK- 0		
	KINDERGARTEN- 0		
	GRADE 1- 3		
	GRADE 2 -1		
	GRADE 3- 3		
	GRADE 4- 2		
	GRADE 5 -3		
	SPEC EDUC-1		

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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
<p>1. a. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.</p> <p>b. Provide a timeline.</p>	<p>Indicators A1-A4</p> <p>a. To ensure that the selected transformation model is implemented effectively, division and school-level administrators, including the staff members of the Office of School Improvement, maintain on-going communications with status updates on all school improvement efforts. Division and school-level staff participate in monthly Shared Governance Team (SGT) meetings to review various data sets, conduct classroom observations, align resources as needed, and receive support updates from the Lead Turnaround Partner. Also, on a monthly basis, our division leadership team meet (with our VDOE liaison) to discuss all school improvement efforts, monitor Indistar plans, and identify schools in need of additional support.</p> <p>- The LTP will report out during SGT meetings on required quarterly and monthly reports. Additionally, monthly meetings between building level administration and the LTP, will occur. We will meet with the Lead Turnaround Partners to ensure that they are fully and effectively implementing the Transformation Model by reviewing both quarterly and monthly reports.</p> <p>QUARTERLY REPORTS INCLUDE:</p> <p>1-Cumulative enrollment data for each student- daily attendance, number of absences, tardiness, discipline referrals, out-of-school suspensions and in-school suspensions by infraction and by teacher, and parental request meetings by infraction and by teacher.</p> <p>2.Aggregate student achievement data including grades for the grading period, diagnostic data, benchmark assessment data, etc.</p> <p>3.Teacher professional development activities (including agendas of all staff meetings), and teacher absenteeism.</p> <p>4.Number of minutes provided for extended learning opportunities.</p> <p>5.Report on the development and coordination of supporting partnerships.</p> <p>6.Report of parental development activities.</p> <p>MONTHLY REPORTS INCLUDE:</p> <p>-Completed teacher evaluations and observations.</p>

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	<p>Monthly, core SOL curriculum taught including all essential skills and knowledge in each of the four core content areas.</p> <ul style="list-style-type: none"> - Monthly, line item budget expenditures. - Any other report requested by the local school division or other state or local public educational body. <p>Timeline: Year 1- (1) Informed parents, businesses , and community stakeholders of the CES Priority School status (2) Shared Governance Team meetings began September, 2013 and continued monthly, thereafter (3) VDOE provided a webinar to preview Lead Turnaround Partners (4)The school established a Transformation Team (5) Interviews of prospective Lead Turnaround Partners were held in December (6) January 2014, a decision was made and contract rendered of selected partner (AIR) (7) SIG grant was completed and submitted.</p> <p>Year 2 – Campostella Elementary will adjust practices and improvement plans based on feedback obtained from all stakeholders.</p> <p>Year 3 - Maintain sustainability</p>
<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>Indicators E1-E6- All external providers are approved by the VDOE prior to being selected to support our schools. Opportunities exist for building-level administrators and Instructional Leadership team to interview and meet with Lead Turn Around Partners before making a final determination. Once building-level administrators make a decision, selection is forwarded to executive director of elementary schools. Lead Turnaround Partners maintain ongoing communications with division and school-level staff. Additionally, they provide monthly updates/status reports during SGT and leadership team meetings. Also, they participate in data team meetings and attend all VDOE technical assistance sessions to ensure their alignment with all school improvement efforts. AIR was selected during the Spring of 2014 and will continue to support Campostella during the 2014-2015 school year.</p>

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<p>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.</p>	<p>TAO1, TAO2, TAO3</p> <p>To monitor student achievement and ensure that tiered instructional support is provided, schools and the division administer on-going common formative assessments. Assessment data identify students in need of Tier 2 and Tier 3 interventions. Division team members conduct monthly Focus Walks to monitor rigor, differentiated instruction, curriculum alignment, and full implementation of the "Cycle for Results". Additionally, school staff receive professional development based on their identified areas of need.</p> <p>By 2015-2016, the school will have met all AMO targets in English/Language Arts and Mathematics for all subgroups.</p> <p>- The division has established 75% as the annual goal for student achievement in the state's assessments in both English/Language Arts and Mathematics.</p>
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<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>Indicators A1-A4, E4-E8</p> <p>Our division has the capacity to support -Campostella Elementary School. The division's school improvement team consists of members from all central administration departments including the Office of School Turnaround and Impromvement. On a monthly basis, they participate in SGT meetings with the school teams, the Lead Turnaround Partner, and the VDOE liaison. In addition, the Lead Turnaround Partner and Executive Directors maintain ongoing communications with building administrators to ensure that support is provided in all identified areas of need.</p> <ul style="list-style-type: none"> - Parent liaisons have been instituted at the elementary school level to engage the school community with substantial emphasis in parental engagement. Specifically, these liaisons (in collaboration with school leadership), inform parents of the design and implementation of the interventions. Surveys are also used to provide and to give them opportunities for input. Additionally, the division has developed three division-wide Parent Universities to support this process. - Each school is allotted funds to research and design interventions to support safety nets and enrichments. Schools must submit a plan and is expected to implement that plan throughout the school year. Safety net funding may be used to support all efforts that are provided during the school day and during all extended learning opportunities. - Each school has developed and will present their master schedule to their appropriate executive director. The master schedule is required to allocate time and resources for interventions during the day. These interventions are monitored monthly to determine their level of effectiveness. - Internal Lead Partners and central administration department staff participate in all VDOE required Technical Assistance training , sessions, and webinars. - Extensive discussions have been held with all stakeholders to build capacity to implement the Transformation Model with fidelity. Analysis of data and division-wide initiatives have led to the selection of the Transformation Model as the best fit for the school. School leadership support has also been realigned to provide four executive directors to support school improvement efforts.
<p>Required Elements</p> <p>Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</p>	
<p>1. Steps taken to secure the continued support of the local school board for the reform model chosen</p>	<p>N/A</p>

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2. Steps taken to secure the support of the parents for the reform model selected	N/A
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	N/A
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	N/A

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School 5 Name:	Jacox Elementary
<p>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 2014-2015 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.</p>	
Question	Response
<p>Future Goals: 1. Please list 3- 5 goals for the upcoming school year:</p>	<p>Goal 1 (TA01, TA02, TA03) Jacox Elementary students will increase achievement in math, as evidenced by an increase in the percentage of students meeting the AMO for ALL students from 26% on May 2014 reading SOL to 68% on the May 2015 math SOL.</p> <p>Goal 2 (TA01, TA02, TA03) Jacox Elementary students will increase achievement in reading, as evidenced by an increase in the percentage of students meeting the AMO for ALL students from 29% on May 2014 reading SOL to 72% on the May 2015 reading SOL.</p> <p>Goal 3 (J3, J5, TA01, TA02, TA03) Jacox Elementary will decrease the number of out of school suspension by at least 25% from 55 out of school suspensions to 13.</p>

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<p>School Climate:</p> <p>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?</p> <p>b. What were the most successful strategies used to change the school climate?</p> <p>c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	<p>a. The school continues to provide a warm welcoming feeling. The office staff provides positive customer service to everyone and student work is posted along with informative school information that promotes a sense of urgency to student achievement. School administrators and all staff members model the importance of functioning as a positive unit. We communicate the importance of maintaining a supportive, nurturing, safe, and secure building for all stakeholders.</p> <p>b. Shared decision making and positive proactive communication have been the most successful strategies in improving school climate. Through the use of a monthly newsletter, weekly staff updates, and daily school announcements, parents, staff, and students receive frequent reminders regarding expectations and school events. We have implemented several extracurricular activities to engage our students and parents to build a sense of school pride. The extracurricular activities compliment the academic support and ensure our students and parents feel we support them academically, socially, and emotionally. The increased school and parent interactions help us to build trusting relationships. We also work with several outside agencies and partners to provide our families with the necessary support for family success.</p> <p>c. Our climate building activities have yielded positive results because family participation in all school events continues to increase and improve. Many of our parents still struggle with the demands of financially providing for their children and need school assistance in order to make education a priority in their home.</p>
<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>During the past two years, 2013-2014, the staff has experienced a 50% turn over in the instructional support team and some changes in staff assignments. A new principal was assigned in July of 2014. Teacher morale and the priority school status (stigma) appears to present a barrier for teachers and members of the community. Changing procedural things such as dismissal, use of planning and data time should positively impact climate. However, the task of tracking the high number of tier III students using a student profile sheet might present as a challenge.</p>

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<p>PROCESS STEPS / ATMOSPHERE OF CHANGE</p> <p>1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders?</p> <p>b. How are decisions communicated with all staff and/or stakeholders?</p>	<p>1a. Input is solicited from school staff via various meetings. The principal exercises an open door policy and teachers are encouraged to offer suggestions for school wide improvement. Teachers also have opportunities to provide input during weekly grade level planning/staff development and weekly data meeting. Additional opportunities for input are available during monthly faculty meetings, Vertical Team Meetings, School Improvement Team Meetings, Instructional Team Meetings, and School Leadership Meetings. Professional development is offered twice a week and on an as needed basis. Surveys are administered intermittently throughout the school year. Agendas and meeting minutes are recorded from each team meeting and stored. Teachers are recognized and rewarded for input and great suggestions during meetings and weekly reminder notices.</p> <p>1a. Input is solicited from stakeholders during monthly meetings. PTA meetings and Partnership meetings are held monthly to interact with all community stakeholders. The school provides stakeholders with Open-House, Parentlink phone calls, monthly newsletters, civic league meetings, parent workshops, networking events, marquee communication, school and district websites, student agendas, e-mails, and PTA bulletin boards/flyers. The Parent Engagement Liaison, Guidance Counselor, Office Manager, School Data Support Specialist, Teachers, and Administrators correspond with parents daily on pertinent issues involving the teaching /learning process and updates on the school improvement plan.</p> <p>1b. Decisions are communicated with all staff and stakeholders through weekly staff messages, parent link phone calls, grade level planning, faculty meetings, emails, school announcements, and ongoing communication with administration.</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>Responsibilities are divided based on staff members' endorsement, expertise, depth of knowledge, and strength. Teacher Specialist provides teachers with needed staff development based on data. Teachers are encouraged and provided opportunities to develop leadership skills and take on leadership roles by sharing instructional best practices. The Instructional Team, School Leadership Team, and Shared Governance Team meet monthly to monitor school improvement plan. Teachers are also assigned to vertical teams to engage in data discussions and instructional strategy discussions around student performance, curriculum alignment, and instructional practices.</p>

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<p>3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?</p>	<p>New strategies or practices are monitored weekly. Strategies and practices are analyzed during weekly grade level planning and data meetings to be adjustments are made immediately if necessary. Teacher specialist from the school and district participate in grade level meetings and provide direct instructional support for improving Tier I instruction while providing support for tier II and III students. Instructional strategies are also developed, shared, and analyzed during monthly vertical team meetings. The members of SGT, which consist of state, district, principal and instructional team members, meet monthly to discuss, collaborate, and plan next steps which support student achievement, increasing teachers' capacity through planning and delivery of instruction.</p>
<p>INSTRUCTION 1. How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)</p>	<p>Students are identified as needing additional support in reading and math per state, district, and school level assessments. For the 2014-2015 school year, Jacox Elementary will administer a universal screener (STAR reading/math) to identify Tier II and Tier III students who will require additional intervention in reading and math. Students completed the NPS District Pre-Assessment in reading and math. Based on the data results, Tier II students were identified as scoring within the 60 - 69% proficiency range and Tier III students scoring within the 0-59% proficiency range.</p> <ul style="list-style-type: none"> • Students in grades 3-5 completed the NPS District Pre-Assessment in reading and math. • Teachers administered the PALS assessment to Kindergarten students. • Teachers administered the Math Progress Monitoring Assessment in grades K - 2. • Teachers will administer monthly building level common formative assessments as an ongoing progress monitoring method along with weekly daily review quizzes to monitor interventions. • Achieve 3000 and i-Station

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<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	<p>a. Teachers differentiate learning for students by process, product, and content and provide students with flexible groups and individualized instruction. Researched-based strategies are used to meet the needs of all learners. Teachers provide instruction in whole groups and small flexible groups. The small flexible groups provide additional opportunities for teachers to address deficits in content and skills. The small groups are also used to provide students with enrichment and extension activities. Pre-assessment is also used to identify specific areas of growth for tier I students.</p> <p>b. Formative assessments are used daily and weekly to identify the effectiveness of intervention, identify students that require additional tiered instruction, and identify areas of instructional need. Results from formative assessments are used to develop tiered instruction and plan staff development. During weekly grade level data meetings formative assessments are reviewed and student result evaluated to determine interventions.</p>
<p>3. How does student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p>	<p>Student achievement goal-setting directly impacts classroom instruction by guiding data -driven lesson planning, delivery and differentiation of instruction, and assessment. Teachers implement the Cycle for Results to ensure that lesson-planning, delivery of instruction, and assessments support student achievement. Weekly data meetings are used to gauge instructional approach, modifications, professional development needs, and intervention.</p>
<p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>Jacox Elementary maintains partnerships with The Norfolk Police Department, Life Enrichment Center, The Continental Society, Therapeutic Day Treatment Services, Junior Achievement, Jacox PTA, Huntersville Recreation Center, Kappas of Norfolk, Norfolk State University, Garden of Hope/Gethsemane, 103 Jamz, Theresa Brown, and The Attucks Theater. Our partners provide students with extra support via mentoring, tutoring, school supplies, school uniforms, clothes, food, and monetary support to create unique programs. The support is directly aligned to our School Improvement plan because the additional tutors and mentors improve student achievement. The extra-curricular activities help build positive relationships with parents and increase parental involvement in the school. The partners also serve as community stakeholders and participate in developing a positive school climate.</p>

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<p>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.</p>	<p>Our school has chosen Pearson as our Lead Turnaround Partner. Pearson's solution to support our school is designed to address all seven components outlined by the VDOE, as well as, aligned with our goals of increased pass rates in reading, increased pass rates in math and increasing the number of students identified Tier I based on the Norfolk Public Schools post assessment. In order to support our goals in reading and math, Pearson is going to provide support to the teachers through modeling of best practice strategies, co-teaching, planning, observations with feedback and job embedded professional development. Support will be provided in the following areas: standards aligned curriculum, high performance leadership management and organization, instruction, and assessment, data-driven decisions, strengthen student engagement, and sustainability for continuing improvement.</p>
<p>3. In what ways will parents be involved in the design and implementation of the interventions, and given the opportunity for input? Informed of progress?</p>	<p>Parental involvement is a key component of all interventions. Parents will be informed of all interventions, before and after school remediation and enrichment programs, and online learning resources. Parents will also be informed and involved in the design and implementation of the interventions, and given opportunities for input through monthly parent and principal chats, workshops, info-sessions, newsletters, PTA efforts, and Parentlink phone calls. Attention will be given to increasing PTA membership and parent involvement.</p>
<p>STAFFING & RELATIONSHIPS 1. What process is used to assign teachers to positions, classes and grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	<p>The Norfolk Public Schools Department of Human Resources hosts job fairs to solicit the most qualified applicants. Once the applicants have been screened by HR, prospective candidates are sent to Jacox Elementary to be interviewed by the school administrator and various instructional members. Candidates are chosen based on content knowledge, endorsements, experience, and best-fit. Once hired, the candidate is provided guidance and support from the administration and Jacox Instructional Leadership team. After careful observations, it may be deemed necessary by the administration to place the teacher in another grade level based on the strengths or weaknesses observed. Then the transition is made swiftly to ensure continued school improvement and ensure student success. Adequate staffing continues to be a concern at Jacox Elementary. We do receive teachers that are highly qualified based on Virginia Department of Education Licensure standards. We often receive new teachers that require a lot of support and assistance with learning the curriculum and managing classroom behavior.</p>

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<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>All teachers are provided staff development on the NPS Teacher Performance Evaluation System. Explicit training and time is dedicated to helping teachers complete the goal setting form. Teachers who are on a summative are notified in writing and given guidelines for observations and summative evaluations. Overall teacher performance is evaluated through both formal and informal observations during the school year. Teachers are provided with detailed and descriptive feedback and support during the post conference meetings. Student outcome data is thoroughly analyzed midyear and again at the end of the year to calculate student growth. Following VDOE technical assistance PD principal will guide teachers through the creation and validation of look fors in standards 1-7.</p>
<p>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.</p>	<p>a. School leaders, teachers, and other staff members are recognized during faculty events, on the morning news, kudos on weekly events message, monthly newsletters, and on the school marquee. Teachers are provided with various incentives to demonstrate appreciation. b. Teachers who need support are identified through on-going classroom observations and analyses of weekly available informal and formal student data. Teachers receive extra support from administration, district-level content specialists, Jacox Elementary Instructional Leadership Team, as well as, the Lead Turnaround Partner through modeling, coaching, individualized and tiered professional development. Feedback is also provided by the SGT monthly focus walk-through observations</p>
<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>The NPS Executive Directors for Elementary Schools formally evaluate the principal twice a year. The principal provides documentation to support school leadership efforts by completing an evaluative rubric. The Executive Director reviews and adjusts the rubric as needed and holds a conference with the principal. Student and teacher surveys provide feedback on the school and on administrative leadership that is also used in evaluating the principal.</p>

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<p>5. How do you define the relationship between the state contractor, lead turnaround partner or internal lead partner, and the principal? How can it be improved? (Applies to continuation applications ONLY)</p>	<p>The 2014-2015 school year will be year 1 of the process. Frequent meetings with site supervisor and school administrators will be used to identify areas of needs and plan specific supports to improve student progress and teacher effectiveness.</p>
<p>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?</p>	<p>All decisions are based on the needs of students. All stakeholders are encouraged to actively provide input to solve school concerns. Student data is shared with all stakeholders during various weekly and monthly meetings. During these meetings, school improvement plans are reviewed along with the vision for student progress. Stakeholders are given the opportunity to provide suggestions and decide on the best strategy to proceed. Once a final decision has been made and plan implemented, it is monitored for effectiveness. If the plan is not effective, it is adjusted.</p>

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<p>2. What policies or practices exist as barriers that may impede the school's success? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices). List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)</p>	<p>A barrier to Jacox Elementary School success is the timing of our voluntary transfer window. As a Title 1 school, it is difficult to hire and retain effective teachers to reach and teach Tier II and Tier III students. Our transfer window allows teachers to transfer to another school until July 31st. It is possible for a school such as Jacox to have several teachers transfer out due to burn out and not officially make the transfer until the last day. We are not able to hire new teachers until transferred teachers have officially transferred by signing appropriate paper work. Once we enter the month of August, many of the experienced teachers have already been hired at other schools. We must implement incentives to hire and retain effective teachers in Title 1 settings to improve student achievement for Tier II and Tier III students. As a policy, we must also provide ineffective teachers with a lot of support and resources. The pull of support and resources does have a negative impact on the morale of the staff. Shared Governance Team (SGT) meetings have been held on September 30, 2013, November 8, 2013, and December 6, 2013, and January 17, 2014. The district has revised the transfer timeline to have transfers completed prior to the end of the calendar school year. Division-level team members are in on-going communication to determine appropriate and allowable incentives for recruiting and retaining highly-qualified staff. Hard to staff schools are given hiring priority when vacancies occur. Principals are also invited to participate in division-wide recruitment fairs to assist with interviewing and selecting highly-qualified teachers.</p>
<p>PHASE OUT PLANNING 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?</p>	<p>a. Jacox Elementary must continue to receive support to hire and retain effective teachers. Staff incentives should remain to support the efforts of attracting and retaining effective teachers. b. To prepare Jacox Elementary Staff for the phasing out phase, distributive leadership between members of the instructional team and administrative team will be implemented. The school will continue to sustain and promote a data driven culture. The instructional team and teachers will continue to use a data-driven assessment process to guide instructional revisions. Jacox Elementary will also continue to build and sustain community-wide support for high levels of student engagement and achievement through community and faith based extracurricular activities.</p>

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<p>2. What supports from the state would be the most helpful?</p>	<p>Supports from the state that would be the most helpful include but not limited to:</p> <ul style="list-style-type: none"> • A continued relationship and open communication with a state facilitator to monitor and provide feedback as needed. • Funding to support and maintain academic growth. • Funding to support and sustain technology enhancements and upgrades. • Funding to support staffing movement, training, and professional development.
<p>Required Elements Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p>Required element</p>	<p>Response</p>
<p>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>
<p>2. Student achievement data for the past two years (2012-2013 and 2013-2014) 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)</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>

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<p>c. Total number of minutes in the 2013-2014 school year that all students were required to attend (broken down by daily, before-school, after-school, Saturday school and summer school) and any additional increased learning time planned for 2014-2015.</p> <p>*This information will be shared with USED.</p>	<p>For the 2013-2014 school year, Jacox students attended school for 68,580 daily minutes, 180 Saturday school minutes for 5th grade students preparing for the Spring writing SOL, 3, 240 after school minutes, and 4,080 summer school minutes. For the 2014-2015 school year tier III students in grades 3-5 will receive 4,570 additional minutes through a targeted after school program (Success15). Tier III/level III students will receive 2,760 minutes of intensive after school support in reading and mathematics. Tier III/levels I & II will receive 1,810 minutes of intensive afterschool support in reading and mathematics. All students were offered the opportunity to participate in the after school extended learning opportunity. Summer school was offered to students not meeting requirements for promotion to the next grade.</p>
<p>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</p>	<p>Male:303 or 48% Female:327 or 52% Asian:0 Black:95% Hispanic:2% White:1% Multi-race 1% Students with disabilities: 80 or 13% Limited English proficient: 6 or .009% Migrant: 0 Homeless: .009% Economically disadvantaged: 90% Total Students: 713</p>

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<p>5. Analysis of student achievement data with identified areas that need improvement based on 2012-2013 and 2013-2014. (Include preliminary data for 2014-15 if this is a continuation application.)</p> <p>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 throughout the application.)</p> <p>Nonexample: Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</p>	<p>2013-2014 SOL results in reading shows a decline for grades 4 and 5. Overall, students' performance in reading and mathematics continue to be areas of concern with only 35% of students in grades 3-5 meeting the proficiency expectations on each SOL assessment. Area 1: Reading – The annual reading scores demonstrate a decline in student achievement in grades 3 and 4 following Spring SOL testing in 2012. Grade 5 scored 82% in 2012. All grades (3 - 5) decreased significantly per the Spring 2013 data results (3rd grade reading decreased 64% to 21%, 4th grade reading decreased 68% to 27%, 5th grade reading decreased 82% to 30%. 5th grade writing decreased 65% to 30%. In Area 2, Math, the scores significantly declined from 2012 to 2013. 3rd grade decreased 37% to 17%, 4th grade decreased 33% to 27%, and 5th grade decreased 43% to 26%. In Area 3 Science, the scores significantly declined. 5th grade science decreased 73% to 25% and 3rd grade science decreased 70% to 33%. In Area 4 History, the scores significantly declined. 5th grade history decreased 76% to 61% and 3rd grade decreased 60% to 36%.</p>
<p>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</p>	<p>Jacox Elementary opened in 1949 as a Junior High School. It is currently an elementary school for a total of 713 students in Pre -3 to 5th grade. The building is comprised of 38 regular education classrooms and two self-contained classrooms for a total of 40 classrooms. Four of the classrooms are mobile units. The Media Center is small in relationship to the size of the building and student enrollment. The media center has 14 desk top computers, 4 large tables, and 1 smart board to provide instruction and interactive lessons. The media specialist serves as a daily resource to students and uses the media center for whole and small group lesson throughout the day. The media center is also open during the entire instructional day for students and staff to check out materials. The cafeteria is located off the main front hallway. It has two serving lines and can seat 288 students at one time. Jacox has a full gymnasium and auditorium. There are three play grounds on three different sides of the building for pre-k and upper grade students. The large playground has</p>

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	a basketball court. The school also has large lots in the front and back of the building. The back lot is used for community sport events. All of the outdoor resources are available to the classroom teachers during recess and to the community after school hours.	
7. Information about the types of technology that are available to students and instructional staff	Jacox Elementary has technology readily available to teachers and students throughout the building. Laptop carts, laptops, desktop computers, and Ipad carts, Smart Interactive White boards, Elmo Document cameras, and two computer labs provide access for computer based instruction, testing, and classroom instruction.	
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 2013-2014 school year. This should be an unduplicated count for each set.		
Set 1	Number of Teachers	Percentage of All Teachers
Highly qualified teachers	38	98%
Teachers (not highly qualified)	1	2%
Set 2		
Category	Number of Teachers	Percentage of All Teachers
Teachers with less than 3 years in grade/subject	9	23%
Number of teachers with a provisional license	1	2.50%

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LIST the number of teachers by grade level or subject area with less than 3 years of experience (i.e., Grade 3 (2) or Gr 7 Reading/LA (1)).

- PREK (0)
- KINDERGARTEN 0
- GRADE 1 (3)
- GRADE 2 (3)
- GRADE 3 (2)
- GRADE 4 (1)
- GRADE 5 (0)
- SPEC EDUC (0)

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9. a. 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)	#YEARS	# OF INSTRUCTIONAL STAFF
	0	6
	1	3
	3	1
	4	4
	5	3
Sample:	6	6
Yrs #Instructional Staff	7	1
0 1	8	3
1 6	9	2
2 4...	10	1
	13	6
	15	2
b. Total number of days teachers worked divided by the number of teaching days (2013-2014).	17	3
	18	1
	23	2
	28	2
	29	1
	30	1
	32	1
	33	1
	35	1
	36	1
	TOTAL 52	
	b. Totals days teachers worked (11,285.94) / number of teaching days (11,620) = 97.1%	

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.

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Required element	Response
<p>1. a. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.</p> <p>b. Provide a timeline.</p>	<p>1a. School and division level administrators attend all VDOE School Improvement meetings and maintain on-going communication to prepare for the intervention model. School-level staff and division level administrators participate in monthly Shared Governance Team (SGT) meetings to review various data sets, conduct classroom observations, align resources as needed, and receive support updates from the Lead Turnaround Partner. Our division leadership team meets (with our VDOE liaison) to discuss all school improvement efforts, monitor Indistar plans, and identify schools in need of additional support. All stakeholders have been informed of priority status. Also, The LTP will report out monthly during SGT meetings and provide quarterly reports. Additionally, monthly meetings between building level administration and the LTP will occur. School and division-level staff will meet with the Lead Turnaround Partners to ensure that they are fully and effectively supporting the schools' implementation of the Transformation Model.</p> <p style="text-align: right;">1b.</p> <p>September 2012 - SGT meetings, January 2014 - Lead Turn Around Partner Selected, February 2014 - Full implementation and monitoring of the Transformation Model. The newly formed office of OSTI met with identified priority schools on 8/6 following 8/4-5 VDOE assistance training in Richmond. This 8/6 meeting was to clarify the roles, responsibilities, expectations of principals, and central office staff. August 4&5 School new administrator, members of the district Office of School Turn-around and Improvement (OSTI), and selected Lead Turn Around Partner (Pearson) attended the first AARPE meeting with the state VDOE. On August 6 district members, school principal, LTP, and VDOE representatives met in Norfolk to discuss the roles and responsibilities of each party as outlined in the turn around principles. On 9/13 school administrators, school instructional leadership team, LTP, and OSTI members held the first Shared Governance Meeting (SGT). On 10/3 OSTI members, LTP, school administrator attended 2nd AARPE session in Richmond. 11/12 the second SGT meeting was held to discuss implementation of turn around principles. LTP and school administrators are scheduled to meet bi weekly to assess and discuss implementation.</p>

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<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>All external providers are approved by the VDOE prior to being selected to support our schools. Opportunities exist for building-level administrators and Instructional Leadership team to interview and meet with Lead Turnaround Partners before making a final determination. Once building-level administrators make a decision, selection is forwarded to executive director of elementary schools. Lead Turnaround Partners maintain ongoing communications with division and school-level staff. Additionally, they provide monthly updates/status reports during SGT and Leadership team meetings. Also, they participate in data team meetings and attend All VDOE technical assistance sessions to ensure their alignment with All school improvement efforts. - Throughout the school year, parents and other community stakeholders will receive updates on our selection of a LTP and program/progress updates.</p>
<p>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.</p>	<p>100% of students will be proficient in reading and mathematics, as measured by the Standards Of Learning, by Spring of 2017. 2014-2015 reading target -75% 2014-2015 mathematics target-79% 2015-2016 reading target- 88% 2015-2015 mathematics target-90% 2016-2017 reading target-100% 2016-2017 mathematics target-100%</p>
<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>A1 - 4 and E8 - Our division has the capacity to support Jacox Elementary. The division's school improvement team consists of 4 members of the newly formed (Office of School Turnaround and Improvement) OSTI and members/support from all central administration departments. The members of the School Improvement Team participate in monthly SGT meetings with the school teams, the Lead Turnaround Partner, and the VDOE liaison. Also, the Lead Turnaround Partner and Executive Directors maintain ongoing communications with building administrators to identify areas of need. - Parent liaisons have been instituted at the elementary school level to engage the school community with substantial emphasis in parental engagement. Specifically, these liaisons (in collaboration with school leadership), inform parents of the design and implementation of the interventions. Surveys are also used to provide and to give them opportunities for input. Additionally, the division has developed three division-wide Parent Universities to support this process.</p>

Tab 6: School 5 Reflections and Planning
and Required Elements

	<p>each school is allotted funds to research and design interventions to support safety nets and enrichments. Schools must submit a plan and is expected to implement that plan throughout The school year. safety net funding may be used to support all efforts that are provided during The school day and during all extended learning opportunities.</p> <ul style="list-style-type: none"> - each school has developed and presented their master schedule to their appropriate executive director. The master schedule is required to allocate time and resources for interventions during The day. These interventions are monitored Monthly to determine their level of effectiveness. - Internal Lead Partners and central administration department staff participate in all VDOE required technical assistance training, sessions, and webinars. - Extensive discussions have been held with all stakeholders to build capacity to implement The Transformation Model with fidelity. Analyses of data and division-wide initiatives have led to The selection of The Transformation Model as The best fit for The school. school leadership support has also been realigned to provide four executive directors to support school improvement efforts.
<p>Required Elements</p> <p>Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</p>	
<p>1. Steps taken to secure the continued support of the local school board for the reform model chosen</p>	<p>N/A</p>
<p>2. Steps taken to secure the support of the parents for the reform model selected</p>	<p>N/A</p>
<p>3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)</p>	<p>N/A</p>

Tab 6: School 5 Reflections and Planning
and Required Elements

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	N/A
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Name of School 2:	X	1003(g)					
	Lindenwood Elementary						
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ 44,452.00	\$ -	\$ 44,452.00	\$ 155,029.00	\$ 199,481.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ 12,691.00	\$ -	\$ 12,691.00	\$ 45,189.00	\$ 57,880.00
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 303,642.66	\$ 303,642.66	\$ -	\$ 303,642.66
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ 9,071.43	\$ 5,000.00	\$ 14,071.43	\$ -	\$ 14,071.43
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ 66,214.43	\$ 308,642.66	\$ 374,857.09	\$ 200,218.00	\$ 575,075.09
Pre-Implementation Total		\$ -					

Tab 14: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

Expenditure Codes	School:	Lindenwood Elementary	Budget Narrative
1000 - Personnel	<p>Pre-Implementation:</p> <p>Division-level: Partial funding for a staff member in the Office of School Turnaround and Improvement - OSTI (\$44,452)</p> <p>School-level:</p> <p>Other Expenses: Title I (\$155,029 to support the following positions: 1 Interventionist, 1 Numeracy Specialist, and 1 Parent Liaison)</p>		
2000- Personnel (Benefits)	<p>Pre-Implementation:</p> <p>Division-level: \$12,691 fringes</p> <p>School-level:</p> <p>Other Expenses: Title I (\$45,189 to support fringes/benefits)</p>		

3000- Purchased Services	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Pearson (\$309,448.75) and VDOE Contractor (\$15,000) The LTP will work 32 hours per week. The number of students enrolled is 417. The base unit price for the LTP is \$1,370. The number of months included in the Scope of Work is 12. The amount requested (\$309,448.75) represent a prorated amount from April-September 2015 (6 months). Tasks for the VDOE contractor include: orientation, report completion and data review, and continuous monitoring of the alignment of the division, LTP, and the school. The total cost is 15,000.</p> <p>Other Expenses: N/A</p>
4000 - Internal Services	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

Tab 14: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

<p>5000- Other Charges</p>	<p>Pre-Implementation:</p> <p>Division-level: Indirect Costs (\$4,071.43) and VDOE & School Improvement Related Travel Expenses for OSTI Staff (\$5,000)</p> <p>School-level: VDOE & School Improvement Related Travel Expenses for School Staff (\$5,000)</p> <p>Other Expenses: N/A</p>
<p>6000- Materials and Supplies</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

8000- Equipment Capital Outlay	Pre-Implementation: Division-level: School-level: Other Expenses:
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Name of School 4:		X	1003(g)				
		Campostella Elementary					
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ 44,452.00	\$ -	\$ 44,452.00	\$ 254,400.00	\$ 298,852.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ 12,691.00	\$ -	\$ 12,691.00	\$ 83,583.00	\$ 96,274.00
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 218,653.13	\$ 218,653.13	\$ -	\$ 218,653.13
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ 9,071.43	\$ 5,000.00	\$ 14,071.43	\$ -	\$ 14,071.43
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ 66,214.43	\$ 223,653.13	\$ 289,867.56	\$ 337,983.00	\$ 627,850.56
Pre-Implementation Total		\$ -					

Tab 14: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

Expenditure Codes	School:	Campostella Elementary	Budget Narrative
1000 - Personnel	<p>Pre-Implementation:</p> <p>Division-level: Partial funding for a staff member in the Office of School Turnaround and Improvement - OSTI (\$44,452)</p> <p>School-level:</p> <p>Other Expenses: Title I (\$254,400 to support the following positions: 4 Interventionists, 2 Teacher Assistants, and 1 Parent Liaison)</p>		
2000- Personnel (Benefits)	<p>Pre-Implementation:</p> <p>Division-level: Fringes (\$12,691)</p> <p>School-level:</p> <p>Other Expenses: Title I (\$83,583 to support fringes/benefits)</p>		

3000- Purchased Services	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: AIR Lead Turn Around Partner (\$203,653.13) and VDOE Contractor (\$15,000). The LTP will work 40 hour per week. The number of students enrolled is 675. The base unit price for the LTP is \$557.00. The number of months included in the scope of work is 12. The amount requested (\$203,653.13) represents a prorated amount for 6.5 months from March-September 2015. Tasks for the VDOE contractor include: orientation, report completion and data review, and continuous monitoring of the alignment of the division, LTP, and the school.</p> <p>Other Expenses: N/A</p>
4000 - Internal Services	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

Tab 14: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

<p>5000- Other Charges</p>	<p>Pre-Implementation:</p> <p>Division-level: Indirect Costs (\$4,071.43) and VDOE & School Improvement Related Travel Expenses for OSTI Staff (\$5,000)</p> <p>School-level: VDOE & School Improvement Related Travel Expenses for School Staff (\$5,000)</p> <p>Other Expenses: N/A</p>
<p>6000- Materials and Supplies</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

8000- Equipment Capital Outlay	Pre-Implementation: Division-level: School-level: Other Expenses:
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Tab 15: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

Name of School 2:							
X 1003(g)		Lindenwood Elementary					
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ 44,452.00	\$ -	\$ 44,452.00		\$ 44,452.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ 12,691.00	\$ -	\$ 12,691.00		\$ 12,691.00
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 698,500.00	\$ 698,500.00	\$ -	\$ 698,500.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ 25,000.00	\$ 5,000.00	\$ 30,000.00	\$ -	\$ 30,000.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ 82,143.00	\$ 703,500.00	\$ 785,643.00	\$ -	\$ 785,643.00
Pre-Implementation Total		\$ -					

Tab 15: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

Expenditure Codes	School: Lindenwood Elementary	Budget Narrative
1000 - Personnel		<p>Pre-Implementation:</p> <p>Division-level: Partial funding for a staff member in the Office of School Turnaround and Improvement - OSTI (\$44,452)</p> <p>School-level:</p> <p>Other Expenses:</p>
2000- Personnel (Benefits)		<p>Pre-Implementation:</p> <p>Division-level: \$12,691 fringes</p> <p>School-level:</p> <p>Other Expenses:</p>

Tab 15: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

3000- Purchased Services	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Pearson (\$685,000) and VDOE Contractor (\$13,500)</p> <p>Other Expenses:</p>
4000 - Internal Services	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

Tab 15: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

<p>5000- Other Charges</p>	<p>Pre-Implementation:</p> <p>Division-level: Indirect Costs (\$20,000) and VDOE & School Improvement Related Travel Expenses for OSTI Staff (\$5,000)</p> <p>School-level: VDOE & School Improvement Related Travel Expenses for School Staff (\$5,000)</p> <p>Other Expenses:</p>
<p>6000- Materials and Supplies</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

Tab 15: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

8000- Equipment Capital Outlay	Pre-Implementation: Division-level: School-level: Other Expenses:
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Tab 15: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

Name of School 4:	X	1003(g)					
	Campostella Elementary						
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ 44,452.00	\$ -	\$ 44,452.00	\$ -	\$ 44,452.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ 12,691.00	\$ -	\$ 12,691.00	\$ -	\$ 12,691.00
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 385,019.00	\$ 385,019.00	\$ -	\$ 385,019.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ 25,000.00	\$ 5,000.00	\$ 30,000.00	\$ -	\$ 30,000.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ 82,143.00	\$ 390,019.00	\$ 472,162.00	\$ -	\$ 472,162.00
Pre-Implementation Total		\$ -					

Tab 15: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

Expenditure Codes	School: Campostella Elementary	Budget Narrative
1000 - Personnel		<p>Pre-Implementation:</p> <p>Division-level: Partial funding for a staff member in the Office of School Turnaround and Improvement - OSTI (\$44,452)</p> <p>School-level:</p> <p>Other Expenses:</p>
2000- Personnel (Benefits)		<p>Pre-Implementation:</p> <p>Division-level: Fringes (\$12,691)</p> <p>School-level:</p> <p>Other Expenses:</p>

Tab 15: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

<p>3000- Purchased Services</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: AIR Lead Turn Around Partner (\$371,519) and VDOE Contractor (\$13,500)</p> <p>Other Expenses:</p>
<p>4000 - Internal Services</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

Tab 15: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

<p>5000- Other Charges</p>	<p>Pre-Implementation:</p> <p>Division-level: Indirect Costs (\$20,000) and VDOE & School Improvement Related Travel Expenses for OSTI Staff (\$5,000)</p> <p>School-level: VDOE & School Improvement Related Travel Expenses for School Staff (\$5,000)</p> <p>Other Expenses:</p>
<p>6000- Materials and Supplies</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

Tab 15: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

8000- Equipment Capital Outlay	Pre-Implementation: Division-level: School-level: Other Expenses:
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Name of School 2:	X	1003(g)					
	Lindenwood Elementary						
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ 44,452.00	\$ -	\$ 44,452.00	\$ -	\$ 44,452.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ 12,691.00	\$ -	\$ 12,691.00	\$ -	\$ 12,691.00
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 698,500.00	\$ 698,500.00	\$ -	\$ 698,500.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ 25,000.00	\$ 5,000.00	\$ 30,000.00	\$ -	\$ 30,000.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ 82,143.00	\$ 703,500.00	\$ 785,643.00	\$ -	\$ 785,643.00
Pre-Implementation Total		\$ -					

Tab 16: Year 3 Budget and Narrative for Each Priority School
Application 2014-2015

Expenditure Codes	School: Lindenwood Elementary	Budget Narrative
1000 - Personnel		<p>Pre-Implementation:</p> <p>Division-level: Partial funding for a staff member in the Office of School Turnaround and Improvement - OSTI (\$44,452)</p> <p>School-level:</p> <p>Other Expenses:</p>
2000- Personnel (Benefits)		<p>Pre-Implementation:</p> <p>Division-level: \$12,691 fringes</p> <p>School-level:</p> <p>Other Expenses:</p>

3000- Purchased Services	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Pearson (\$685,000) and VDOE Contractor (\$13,500)</p> <p>Other Expenses:</p>
4000 - Internal Services	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

Tab 16: Year 3 Budget and Narrative for Each Priority School
Application 2014-2015

<p>5000- Other Charges</p>	<p>Pre-Implementation:</p> <p>Division-level: Indirect Costs (\$20,000) and VDOE & School Improvement Related Travel Expenses for OSTI Staff (\$5,000)</p> <p>School-level: VDOE & School Improvement Related Travel Expenses for School Staff (\$5,000)</p> <p>Other Expenses:</p>
<p>6000- Materials and Supplies</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

**8000- Equipment
Capital Outlay**

Pre-Implementation:

Division-level:

School-level:

Other Expenses:

Name of School		X	1003(g)					
4:		Campostella Elementary						
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ -	\$ 44,452.00	\$ -	\$ 44,452.00	\$ -	\$ 44,452.00	
2000- Personnel (Benefits)	\$ -	\$ -	\$ 12,691.00	\$ -	\$ 12,691.00	\$ -	\$ 12,691.00	
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 385,019.00	\$ 385,019.00	\$ -	\$ 385,019.00	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ -	\$ 25,000.00	\$ 5,000.00	\$ 30,000.00	\$ -	\$ 30,000.00	
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ -	\$ 82,143.00	\$ 390,019.00	\$ 472,162.00	\$ -	\$ 472,162.00	
Pre-Implementation Total		\$ -						

Tab 16: Year 3 Budget and Narrative for Each Priority School
Application 2014-2015

Expenditure Codes	School: Campostella Elementary	Budget Narrative
1000 - Personnel		<p>Pre-Implementation:</p> <p>Division-level: Partial funding for a staff member in the Office of School Turnaround and Improvement - OSTI (\$44,452)</p> <p>School-level:</p> <p>Other Expenses:</p>
2000- Personnel (Benefits)		<p>Pre-Implementation:</p> <p>Division-level: Fringes (\$12,691)</p> <p>School-level:</p> <p>Other Expenses:</p>

Tab 16: Year 3 Budget and Narrative for Each Priority School
Application 2014-2015

<p>5000- Other Charges</p>	<p>Pre-Implementation:</p> <p>Division-level: Indirect Costs (\$20,000) and VDOE & School Improvement Related Travel Expenses for OSTI Staff (\$5,000)</p> <p>School-level: VDOE & School Improvement Related Travel Expenses for School Staff (\$5,000)</p> <p>Other Expenses:</p>
<p>6000- Materials and Supplies</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

**8000- Equipment
Capital Outlay**

Pre-Implementation:

Division-level:

School-level:

Other Expenses:

Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

For each **Cohort I, II, III, and IV** Priority School receiving 1003(g) funds, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2014 through September 30, 2015, only**. The description of budget codes is included as Tab 23. Newly identified priority schools for 2014-2015, **Cohort V**, will include division- and school-level pre-implementation expenses as part of their budget. All schools will document division-level, school-level and other funds that support the implementation of the chosen intervention model. 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 level. Complete one of the charts below for each school (six schools = six budget charts). Include the use of other funding sources such as Title I Part A Division-Level set-aside,, Title II, Part A; Title III, Part A; Title IV, Part B, Title VI, Part B; and state and/or local resources under "Other Expenses".

	X	1003(a)					
Name of School 1: Lake Taylor Middle							
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ 44,452.00	\$ -	\$ 44,452.00	\$ 287,190.00	\$ 331,642.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ 12,691.00	\$ -	\$ 12,691.00	\$ 46,929.00	\$ 59,620.00
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 168,096.13	\$ 168,096.13	\$ 12,555.00	\$ 180,651.13
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ 9,223.43	\$ 5,000.00	\$ 14,223.43	\$ 54,498.00	\$ 68,721.43
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ 66,366.43	\$ 173,096.13	\$ 239,462.56	\$ 401,172.00	\$ 640,634.56
Pre-Implementation Total		\$ -					

Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

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 6000 Materials and Supplies	<p>Pre-Implementation: Mailings (2) - postage 142.00; printing \$298 (Total \$440.00)</p> <p>Division-level: NA</p> <p>School-level: Binders, copies of training packages (\$1425.00 SIG); Math intervention training materials (\$300.00) and manipulative sets for 20 classrooms (20@55.00 = \$1,100); Leveled readers for classroom libraries- 20 classrooms (20@250.00 = \$5,000)</p> <p>Other Expenses: Leveled reader sets for book closet (basal supplemental sets of 5 books for small group) (\$28,000; Title I); Math manipulatives for station activities 20@150.00, (\$3,000; Title I)</p>
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Expenditure Codes	School: Lake Taylor Middle	Budget Narrative
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1000 - Personnel	<p>Pre-Implementation:</p> <p>Division-level: Partial funding for a staff member in the Office of School Turnaround and Improvement - OSTI (\$44,452)</p> <p>School-level:</p> <p>Other Expenses: Title I (\$287,190 to support the following positions: Part-time Teachers, Part-time teacher assistants, 3 Interventionists, 2 teacher assistants, and Daily Substitutes).</p>
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Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

2000- Personnel (Benefits)	<p>Pre-Implementation:</p> <p>Division-level: Fringes (\$12,691)</p> <p>School-level:</p> <p>Other Expenses: Title I (\$46,929 to support fringes/benefits)</p>
3000- Purchased Services	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: American Institute for Research (AIR) (\$153,096.13) and VDOE Contractor (\$19,000) The LTP will work 32 hours per week. The number of student enrolled is 903. The base unit price for the LTP is \$313 per student. The number of months included in the the scope of work is 12. The amount requested (\$153,096.13) represents a prorated amount for 6.5 months from March-September 2015. Tasks for the VDOE contractor include: orientation, report completion and data review, and continuous monitoring of the alignment of the division, LTP, and the school. The total cost is \$19,000.</p> <p>Other Expenses: Title I (\$12,555 to fund contract services that support school improvement efforts)</p>

Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

4000 - Internal Services	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>
5000- Other Charges	<p>Pre-Implementation:</p> <p>Division-level: Indirect Costs (\$4,014.43) and VDOE & School Improvement Related Travel Expenses for OSTI Staff (\$5,000)</p> <p>School-level: VDOE & School Improvement Related Travel Expenses for School Staff (\$5,000)</p> <p>Other Expenses: Title I (\$54,498 to support professional learning - travel and staff development)</p>

Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

6000- Materials and Supplies	Pre-Implementation: Division-level: School-level: Other Expenses:
8000- Equipment Capital Outlay	Pre-Implementation: Division-level: School-level: Other Expenses:

Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

8000- Equipment Capital Outlay	Pre-Implementation: Division-level: School-level: Other Expenses:
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Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

Name of School 5:		X	1003(a)					
		Jacox Elementary						
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ -	\$ 44,452.00	\$ -	\$ 44,452.00	\$ 226,027.00	\$ 270,479.00	
2000- Personnel (Benefits)	\$ -	\$ -	\$ 12,691.00	\$ -	\$ 12,691.00	\$ 84,361.00	\$ 97,052.00	
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 248,927.52	\$ 248,927.52	\$ 3,869.00	\$ 252,796.52	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ -	\$ 9,071.43	\$ 5,000.00	\$ 14,071.43	\$ 13,500.00	\$ 27,571.43	
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ -	\$ 66,214.43	\$ 253,927.52	\$ 320,141.95	\$ 327,757.00	\$ 647,898.95	
Pre-Implementation Total		\$ -						

Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

Expenditure Codes	School: Jacox Elementary	Budget Narrative
1000 - Personnel	<p>Pre-Implementation:</p> <p>Division-level: Partial funding for a staff member in the Office of School Turnaround and Improvement - OSTI (\$44,452)</p> <p>School-level:</p> <p>Other Expenses: Title I (\$226,027 to support the following positions: 2 Interventionists, 3 Paraprofessionals, Part-time Teachers & Teacher Assistants, and Parent Liaison)</p>	
2000- Personnel (Benefits)		

Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

3000- Purchased Services	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Pearson (\$233,927.52) and VDOE Contractor (\$15,000) The LTP will be expected to work 40 hour per week. The number of students at Jacox is 683. The price of the LTP is \$685 per student. The number months included in the scope of work is 12. The amount requested i(\$233,927.52) represents a prorated amount for 6 months for the current period through Spetember 30, 2015. Tasks for the VDOE contractor includes: orientation, report completion and data review, and continuous monitoring of the alignment of the division, LTP, and the school. The total cost for the VDOE Contractor is \$15, 000.</p> <p>Other Expenses: Title I (\$3,869 to fund contract services that support school improvement efforts)</p>
4000 - Internal Services	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

5000- Other Charges	<p>Pre-Implementation:</p> <p>Division-level: Indirect Costs (\$4,071.43) and VDOE & School Improvement Related Travel Expenses for OSTI Staff (\$5,000)</p> <p>School-level: VDOE & School Improvement Related Travel Expenses for School Staff (\$5,000)</p> <p>Other Expenses: Title I (\$13,500 to support professional learning - travel)</p>
6000- Materials and Supplies	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

8000- Equipment Capital Outlay	Pre-Implementation: Division-level: School-level: Other Expenses:
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Tab 19: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2015 through September 30, 2016, 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-aside, Title II, Part A; Title III, Part A; Title IV, Part B, Title VI, Part B; and state and/or local resources under "Other Expenses".

Name of School 1:							
X 1003(a)		Lake Taylor Middle					
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-Implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ 44,452.00	\$ -	\$ 44,452.00	\$ -	\$ 44,452.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ 12,691.00	\$ -	\$ 12,691.00	\$ -	\$ 12,691.00
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 375,550.00	\$ 375,550.00	\$ -	\$ 375,550.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ 25,000.00	\$ 5,000.00	\$ 30,000.00	\$ -	\$ 30,000.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ 82,143.00	\$ 380,550.00	\$ 462,693.00	\$ -	\$ 462,693.00
Pre-Implementation Total		\$ -					

Tab 19: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

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 6000 Materials and Supplies	Pre-Implementation: Mailings (2) - postage 142.00; printing \$298 (Total \$440.00) Division-level: NA School-level: Binders, copies of training packages (\$1425.00 SIG); Math intervention training materials (\$300.00) and manipulative sets for 20 classrooms (20@55.00 = \$1,100); Leveled readers for classroom libraries- 20 classrooms (20@250.00 = \$5,000) Other Expenses: Leveled reader sets for book closet (basal supplemental sets of 5 books for small group) (\$28,000; Title I); Math manipulatives for station activities 20@150.00, (\$3,000; Title I)	
Expenditure Codes	School: Lake Taylor Middle	Budget Narrative
1000 - Personnel	Pre-Implementation: Division-level: Partial funding for a staff member in the Office of School Turnaround and Improvement - OSTI (\$44,452) School-level: Other Expenses:	

Tab 19: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

<p>2000- Personnel (Benefits)</p>	<p>Pre-Implementation:</p> <p>Division-level: Fringes (\$12,691)</p> <p>School-level:</p> <p>Other Expenses:</p>
<p>3000- Purchased Services</p>	<p>Pre-Implementation:</p> <p>Division-level: American Institute for Research (AIR) (\$362,050) and VDOE Contractor (\$13,500)</p> <p>School-level:</p> <p>Other Expenses:</p>

Tab 19: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

<p>4000 - Internal Services</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>
<p>5000- Other Charges</p>	<p>Pre-Implementation:</p> <p>Division-level: Indirect Costs (\$20,000) and VDOE & School Improvement Related Travel Expenses for OSTI Staff (\$5,000)</p> <p>School-level: VDOE & School Improvement Related Travel Expenses for School Staff (\$5,000)</p> <p>Other Expenses:</p>

Tab 19: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

6000- Materials and Supplies	Pre-Implementation: Division-level: School-level: Other Expenses:
8000- Equipment Capital Outlay	Pre-Implementation: Division-level: School-level: Other Expenses:

Tab 19: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

Name of School 5:	X 1003(a)						
	Jacox Elementary						
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-Implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ 44,452.00	\$ -	\$ 44,452.00	\$ -	\$ 44,452.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ 12,691.00	\$ -	\$ 12,691.00	\$ -	\$ 12,691.00
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 503,275.00	\$ 503,275.00	\$ -	\$ 503,275.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ 25,000.00	\$ 5,000.00	\$ 30,000.00	\$ -	\$ 30,000.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ 82,143.00	\$ 508,275.00	\$ 590,418.00	\$ -	\$ 590,418.00
Pre-Implementation Total		\$ -					

Tab 19: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

Expenditure Codes	School: Jacox Elementary	Budget Narrative
1000 - Personnel		<p>Pre-Implementation:</p> <p>Division-level: Partial funding for a staff member in the Office of School Turnaround and Improvement - OSTI (\$44,452)</p> <p>School-level:</p> <p>Other Expenses:</p>
2000- Personnel (Benefits)		<p>Pre-Implementation:</p> <p>Division-level: Fringes (\$12,691)</p> <p>School-level:</p> <p>Other Expenses:</p>

Tab 19: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

<p>3000- Purchased Services</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Pearson (\$489,775) and VDOE Contractor (\$13,500)</p> <p>Other Expenses:</p>
<p>4000 - Internal Services</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

Tab 19: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

<p>5000- Other Charges</p>	<p>Pre-Implementation:</p> <p>Division-level: Indirect Costs (\$20,000) and VDOE & School Improvement Related Travel Expenses for OSTI Staff (\$5,000)</p> <p>School-level: VDOE & School Improvement Related Travel Expenses for School Staff (\$5,000)</p> <p>Other Expenses:</p>
<p>6000- Materials and Supplies</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

Tab 19: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

8000- Equipment Capital Outlay	Pre-Implementation: Division-level: School-level: Other Expenses:
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Tab 23: Budget Codes

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.

Tab 23: Budget Codes

	Intervention/Investment Description	Price	Total Cost
Object Code 1000			
1.1	Teacher stipends for any of the following purposes: curriculum development, lesson plan development, LTP professional development; participation in Leadership team, for IndiStar Process Manager	Based on school size; district's pay per hour/stipend; No full time employees except upon prior approval on a case by case basis.	
Object Code 2000			
2.1	Benefits for Object Code 1000 (i.e. FICA)		
Object Code 3000			
3.1	Lead Turnaround Partner Services: Needs Assessment, Leadership Coach, Content Coaches, Professional Development, Family Engagement, Progress Monitoring Reporting are included in the scope of work for each state vendor and should be included if a LTP is hired outside of the state contract.	Based on State Contract of Award Link: http://www.doe.virginia.gov/school_finance/procurement/index.shtml Click Low Achieving School Contracts Any outside vendor must have prior approval from OSI.	
3.2	State Contractor	As prescribed by the Office of School Improvement	
Object Code 4000			
	No expenses will be approved		

Tab 23: Budget Codes

Object Code 5000			
5.1	Indirect Costs	<p>Guidance regarding indirect rate was issued at the end of January in Superintendent’s Memo #023-14, “Changes for the 2013-14 Annual School Report-Financial Section.”</p> <p>http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml</p> <p>The indirect cost rate is based on the rate for the LEA. LEA rates may be found at the link below.</p> <p>http://www.doe.virginia.gov/school_finance/budget/</p>	
Object Code 6000			
6.1	Materials and Supplies directly related to the school’s needs assessment and/or to support approved training in Code 3000.	<p>Approved by OSI on a case by case basis.</p> <p>Must be tightly aligned to the needs assessment and needed for transformation. For example, may not be charcoal for a school barbecue or paper for the copier.</p>	

<p>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 <i>ESEA Flexibility Waiver</i> and unwaived requirements under <i>No Child Left Behind Act of 2001</i> (NCLB). This includes the following assurances:</p>
<p>The school division must assure that it:</p>
<p>1. Ensures schools receiving funds implement one of the four USED models or USED turnaround principles.</p>
<p>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:</p> <ul style="list-style-type: none"> • 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 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.
<p>3. Follows state and local procurement policies.</p> <ul style="list-style-type: none"> • If selecting a LTP from the state's Low Achieving Schools Contract Award, the division adheres to the requirements and scope of the LTP's state-approved Low Achieving Schools Contract of Award. http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml • If selecting a LTP that is not on the state's Low Achieving Schools Contract of Award, the division's procurement policies and procedures are followed.
<p>4. Follows Virginia's state requirements for teacher and principal evaluation under the <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Virginia Standards for the Professional Practice of Teachers</i> and the <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals</i>.</p>

5. Uses *Indistar*™, an online school improvement tool to:

- establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
- document and describe each action to be implemented, who is responsible and date by which action will be completed;
- collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
- set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
- complete 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.

6. 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; and
- Other indicators, if needed.

7. 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.

8. 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).

9. Ensures principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative.

Tab 24: Assurances

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|--|
| 10. Continues implementation of a division-level team with representatives for the following: instruction, Title I, special education and ELL (if applicable). The division team will: <ul style="list-style-type: none">• 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; and• assist in updating the school's plan to evidence the division's support of actions developed from analysis of data. |
| 11. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs. |
| 12. Collaborates with VDOE-assigned onsite contractor to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform. |
| 13. 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. |
| 14. 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). |
| 15. Ensures the school principal is integrally involved in the application process. |
| 16. Implements UPD Performance Management with fidelity. This applies only to selected school divisions where funding is provided by OSI. |

Certification: I hereby certify that, to the best of my knowledge, the information contained in the application and on IndiStar is correct. I agree to adhere to the requirements of the USED Flexibility Waiver. The superintendent must keep a signed copy of this document at the division level for audit purposes.

Principal's Signature:	<input type="text"/>	Date	<input type="text"/>
Principals's Typed Name:	<input type="text"/>		
Superintendent's Signature:	<input type="text"/>	Date	<input type="text"/>
Superintendent's Typed Name:	<input type="text"/>		

Tab 25: Assurances for Districts with School Turnaround Offices Funded with 1003 (a) and/or 1003 (g) Funds

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 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. Follows state and local procurement policies.

- If selecting a LTP from the state's Low Achieving Schools Contract Award, the division adheres to the requirements and scope of the LTP's state-approved Low Achieving Schools Contract of Award. http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml.
- If selecting a LTP that is not on the state's Low Achieving Schools Contract of Award, the division's procurement policies and procedures are followed.

Tab 25: Assurances for Districts with School Turnaround Offices Funded with 1003 (a) and/or 1003 (g) Funds

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 *Indistar*™, an online school improvement tool to:

- establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
- document and describe each action to be implemented, who is responsible and date by which action will be completed;
- collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
- set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
- complete 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.

6. 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.shtm)

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; and
 - Other indicators, if needed
- Datacation is required for each Priority school in districts with a grant funded Turnaround Office.**

Tab 25: Assurances for Districts with School Turnaround Offices Funded with 1003 (a) and/or 1003 (g) Funds

7. 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.
8. Uses the <i>Algebra Readiness Diagnostic Test</i> (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).
9. Ensures principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative from the Office of School Turnaround .
10. Continues implementation of a division-level team with representatives for the following: Office of School Turnaround, instruction, Title I, special education and ELL (if applicable). The division team will: <ul style="list-style-type: none">• 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; and• assist in updating the school's plan to evidence the division's support of actions developed from analysis of data.
11. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs.
12. Collaborates with VDOE-assigned onsite contractor to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform.
13. 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.
14. 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).
15. Ensures the school principal is integrally involved in the application process.

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16. Additional Assurances specific to Districts with School Turnaround Offices:

- Participates in the UPD performance management project during the 2014-15 school year. This requires selecting two schools and dedicated district representation. During the 2015-16 school year, the UPD performance management process will be implemented with all other Priority schools in the district.
- Ensures an annual parent meeting for each Priority school to discuss Priority status and progress to date.
- Reports quarterly to the local school board on each Priority school's progress as documented in the Priority School Quarterly Data Analysis Report.
- Sets annual measurable goals for the Office of School Turnaround. Goals should be submitted to the Office of School Improvement by August 30 each year.

Certification: I hereby certify that, to the best of my knowledge, the information contained in the application and on IndiStar is correct. I agree to adhere to the requirements of the USED Flexibility Waiver. The superintendent must keep a signed copy of this document at the division level for audit purposes.

Principal's Signature:

Date

Principal's Typed Name:

Superintendent's Signature:

Date

Superintendent's Typed Name:

Tab 26- Helpful Links

Description	Link
VDOE Low Achieving Schools Contract Award	http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml
NCES	http://nces.ed.gov/ccd/schoolsearch/
State Contract Award	http://www.doe.virginia.gov/school_finance/procurement/index.shtml
Guidance regarding indirect rate was issued at the end of January in Superintendent's Memo #023-14, "Changes for the 2013-14 Annual School Report-Financial Section."	http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml
The indirect cost rate is based on the rate for the LEA	http://www.doe.virginia.gov/school_finance/budget/
Electronic query system	http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml
Virginia Early Warning System (VEWS)	http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml
Selena McBride (804) 371-4989	selena.mcbride@doe.virginia.gov
Beverly Rabil (804) 786-1062	beverly.rabil@doe.virginia.gov
Yvonne Holloman (804) 225-2064	yvonne.holloman@doe.virginia.gov