

Virginia Department of Education- Office of School Improvement-Priority School
Application for 2013-2014 Continuation 1003(a)/1003(g) Funding -Under the ESEA Flexibility Waiver

[Tabs in this Excel Workbook](#)

Tab 1: School Information: Provides information about each Priority School in the Division.
Tab 2: Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 1.
Tab 3: Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 2.
Tab 4: Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 3.
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Tab 6: Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 5.
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Tab 8: Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 7.
Tab 9: Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 8.
Tab 10: Year 1 Budget: Must be completed for each school for Year 1's projected expenditures. Include a narrative for each budget code.
Tab 11: Year 2 Budget: Must be completed for each school for Year 2's projected expenditures. Include a narrative for each budget code.
Tab 12: Yr 1 Budget Summary, Year 2 Budget Summary and TOTAL Budget Summary: Summarizes the budget for Year 1, Year 2 and projects the total for all Priority Schools in the division (automatically calculated) for both years.
Tab 13: Budget Code Descriptions
Tab 14: Assurances

[Submission Requirements](#)

On July 22, 2013, the superintendent's office must submit the application which includes this excel workbook in its entirety with all tabs completed. This should be sent via SSWS dropbox to each of the OSI staff below.

On August 16, 2013, the superintendent's office must submit a FINAL application reflecting any requested modifications, if applicable. This should be sent via SSWS dropbox to each of the OSI staff below.

[Email addresses and phone numbers that should be used for the superintendent's correspondence and/or questions](#)

Kathleen Smith (kathleen.smith@doe.virginia.gov) (804) 786-5819; Janice Garland (janice.garland@doe.virginia.gov) (804) 371-6201; Beverly Rabil (beverly.rabil@doe.virginia.gov) 804 786-1062; Susan Fitzpatrick (susan.fitzpatrick@doe.virginia.gov) (804) 225-2897; Selena McBride (selena.mcbride@doe.virginia.gov) (804) 371-4989

[Submit the application via the SSWS dropbox to the persons listed below. \(The dropbox allows selection of multiple recipients.\)](#)

Save the file with this format for the name of the file for each submission: **[Division Name.Date of Submission.xls. Submit](#)**

[Janice Garland, Beverly Rabil, Susan Fitzpatrick, and Selena McBride](#)

Tab 1: Priority School Information

Division Name	Hopewell City Schools
Contact	Dr. John A. Fahey
Address Line 1	103 N 12th Avenue
Address Line 2	
City, VA, zipcode	Hopewell, VA, 23860
Email Address	jfahey@hopewell.k12.va.us
Telephone Number	804.541.6400

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

School 1 Name	Hopewell High School	Indicate which model the school has chosen with an X.					
Principal Name	Dr. Rodney L. Berry	1	<input type="checkbox"/>	USED School Turnaround			
Address Line 1	400 S Mesa Drive	2	<input checked="" type="checkbox"/>	USED Transformation Model			
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model			
City, VA, zipcode	Hopewell, VA, 23860	Indicate the source(s) of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X (one, or both).					
Email Address	rberry@hopewell.k12.va.us		<input type="checkbox"/>	1003(a)			
Telephone Number	804.541.6402		<input checked="" type="checkbox"/>	1003(g)			
NCES ID #:	5.10198E+11	Indicate this school's cohort with an X.					
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	<input type="checkbox"/>	Cohort I	<input type="checkbox"/>	Cohort II	<input type="checkbox"/>	Cohort III
		Indicate this school's tier with an X.					
		<input type="checkbox"/>	Tier I	<input type="checkbox"/>	Tier II	<input type="checkbox"/>	Tier III

School 2 Name		Indicate which model the school has chosen with an X.			
Principal Name		1	<input type="checkbox"/>	USED School Turnaround	
Address Line 1		2	<input type="checkbox"/>	USED Transformation Model	
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode		Indicate the source(s) of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X (one, or both).			
Email Address			<input type="checkbox"/>	1003(a)	
Telephone Number			<input type="checkbox"/>	1003(g)	
NCES ID #:					

Tab 1: Priority School Information

NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	Indicate this school's cohort with an X.					
		<input type="checkbox"/>	Cohort I	<input type="checkbox"/>	Cohort II	<input type="checkbox"/>	Cohort III
		Indicate this school's tier with an X.					
		<input type="checkbox"/>	Tier I	<input type="checkbox"/>	Tier II	<input type="checkbox"/>	Tier III

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

School 4 Name		Indicate which model the school has chosen with an X.					
Principal Name		1	<input type="checkbox"/>	USED School Turnaround			
Address Line 1		2	<input type="checkbox"/>	USED Transformation Model			
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model			
City, VA, zipcode							
Email Address		Indicate the source(s) of funding for which the school is eligible, and that you h					
Telephone Number			<input type="checkbox"/>	1003(a)			
NCES ID #:			<input type="checkbox"/>	1003(g)			
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	Indicate this school's cohort with an X.					
		<input type="checkbox"/>	Cohort I	<input type="checkbox"/>	Cohort II	<input type="checkbox"/>	Cohort III
		Indicate this school's tier with an X.					
		<input type="checkbox"/>	Tier I	<input type="checkbox"/>	Tier II	<input type="checkbox"/>	Tier III

Tab 1: Priority School Information

School 5 Name		Indicate which model the school has chosen with an X.			
Principal Name		1	<input type="checkbox"/>	USED School Turnaround	
Address Line 1		2	<input type="checkbox"/>	USED Transformation Model	
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode					
Email Address		Indicate the source(s) of funding for which the school is eligible, and that you h			
Telephone Number			<input type="checkbox"/>	1003(a)	
NCES ID #:			<input type="checkbox"/>	1003(g)	
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	Indicate this school's cohort with an X.			
		<input type="checkbox"/>	Cohort I	<input type="checkbox"/>	Cohort II
		<input type="checkbox"/>		<input type="checkbox"/>	Cohort III
		Indicate this school's tier with an X.			
		<input type="checkbox"/>	Tier I	<input type="checkbox"/>	Tier II
		<input type="checkbox"/>		<input type="checkbox"/>	Tier III

School 6 Name		Indicate which model the school has chosen with an X.			
Principal Name		1	<input type="checkbox"/>	USED School Turnaround	
Address Line 1		2	<input type="checkbox"/>	USED Transformation Model	
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode					
Email Address		Indicate the source(s) of funding for which the school is eligible, and that you h			
Telephone Number			<input type="checkbox"/>	1003(a)	
NCES ID #:			<input type="checkbox"/>	1003(g)	
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	Indicate this school's cohort with an X.			
		<input type="checkbox"/>	Cohort I	<input type="checkbox"/>	Cohort II
		<input type="checkbox"/>		<input type="checkbox"/>	Cohort III
		Indicate this school's tier with an X.			
		<input type="checkbox"/>	Tier I	<input type="checkbox"/>	Tier II
		<input type="checkbox"/>		<input type="checkbox"/>	Tier III

School 7 Name		Indicate which model the school has chosen with an X.			
Principal Name		1	<input type="checkbox"/>	USED School Turnaround	

Tab 1: Priority School Information

Address Line 1		2	<input type="checkbox"/>	USED Transformation Model
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model
City, VA, zipcode				
Email Address		Indicate the source(s) of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X (one, or both).		
Telephone Number			<input type="checkbox"/>	1003(a)
NCES ID #:			<input type="checkbox"/>	1003(g)
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	Indicate this school's cohort with an X.		
		<input type="checkbox"/>	Cohort I	<input type="checkbox"/>
		<input type="checkbox"/>	Cohort II	<input type="checkbox"/>
		<input type="checkbox"/>	Cohort III	
		Indicate this school's tier with an X.		
		<input type="checkbox"/>	Tier I	<input type="checkbox"/>
		<input type="checkbox"/>	Tier II	<input type="checkbox"/>
		<input type="checkbox"/>	Tier III	

School 8 Name		Indicate which model the school has chosen with an X.		
Principal Name		1	<input type="checkbox"/>	USED School Turnaround
Address Line 1		2	<input type="checkbox"/>	USED Transformation Model
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model
City, VA, zipcode				
Email Address		Indicate the source(s) of funding for which the school is eligible, and that you h		
Telephone Number			<input type="checkbox"/>	1003(a)
NCES ID #:			<input type="checkbox"/>	1003(g)
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	Indicate this school's cohort with an X.		
		<input type="checkbox"/>	Cohort I	<input type="checkbox"/>
		<input type="checkbox"/>	Cohort II	<input type="checkbox"/>
		<input type="checkbox"/>	Cohort III	
		Indicate this school's tier with an X.		
		<input type="checkbox"/>	Tier I	<input type="checkbox"/>
		<input type="checkbox"/>	Tier II	<input type="checkbox"/>
		<input type="checkbox"/>	Tier III	

Tab 1: Priority School Information

Tab 2: School 1 Reflections and Planning
and Required Elements

School 1 Name:	Hopewell High School
<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 2013-2014 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 5 goals for the upcoming school year:</p>	<p>1. Core content area teachers will increase their use of vocabulary development strategies for guided and independent practice by 25% to increase student acquisition of academic content specific vocabulary during 2013 - 2014. The effectiveness of the increased instruction will be monitored and evaluated through lesson plan review, observation, and both informal and formal assessments. Indicators K3, I9, K5</p> <p>2. During the 2013-2014 school year, 100% of the student and faculty populations will be informed of expected learning and behavior outcomes. Ongoing staff development, newsletters and announcements will continue through the school year. Preschool and early student orientation and class meetings will be part of this process. Indicators D4, D5,G2</p> <p>3. Hopewell High School Administrators will complete no less than three classroom observations per week during the 2013-2014 school year. Administrators will use the teacher evaluation observation form and an observation schedule was</p>
<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>1.A. The general school climate has become positive. The school is calm, orderly, quiet, and the focus is on instruction. We wish to decrease discipline infractions and provide assistance to our students in managing social/emotional issues. Teachers are more available to students after hours and more positive relationships exist among faculty and students. Transition from eighth grade to high school needs to be managed more effectively. Indicators G1, 1.B</p> <p>There is a consistent message of expectations for student achievement.</p> <p>1.B. General</p> <ul style="list-style-type: none"> • More stakeholder involvement • Increased collegiality among teachers • Recognition of students, faculty and staff • Faculty and staff are encouraged to recognize each other in monthly newsletter • Improved communication • Completion of renovation

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>Personnel changes disrupt continuity. Indicators H21</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>1.A. The Leadership and Improvement Team members contribute through assignment to improvement subcommittees and participation in these teams, and the ability to place items on meeting agendas. The subcommittees report back to the Leadership team and the faculty. Faculty surveys have been completed by subcommittees to assess extended learning, school climate and staff development. Students were surveyed about school culture and benchmark assessments. Indicator G5 1.B. Decisions and rationale are explained to faculty in faculty meetings. Faculty are given the opportunity for input through the school improvement teams. Their opinions are incorporated in minutes and each subcommittee is responsible for developing part of the improvement plan. Indicator G5</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>Each team has been given a structured assignment – the completion of their strand of the school improvement plan. The divisions and teams are clearly defined through assignments and Indistar. They have been provided time and data to follow through. Indicators A1, A2, A3</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>Instructional strategies are monitored through observations by the administration as well as walkthroughs by the external lead partners and curriculum specialists. If strategies are not working, then staff development is adjusted to meet needs. Indicators G3, G4, J1, I1, I3, I4, I5, I6, I7, I8, I9, I10, I11, K2, K3, K4</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01)</p>	<p>Reading skills of all students were assessed through English classes at the beginning of the course using Scholastic Reading Inventory (SRI). Appropriate interventions are provided including Read 180 and System 44. Indicator K3, K6, K9</p> <p>Eighth grade achievement data, teacher recommendations, Algebra Readiness pre-test and SOL test data were used to identify students in need of additional support in math.</p> <p>Benchmark data are also utilized to make adjustments in instruction.</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>2.A. In order to differentiate instruction for students, we have created a tiered academic intervention chart. Tier 1 interventions that are provided to all students include instructional best practices, Marazano strategies, Marcia Tate strategies, Discovery Education, chunking of lesson plans. Tier 2 interventions include the continuation of all Tier 1 strategies and Self-Directed (Targeted) Tutoring, Read 180, Wilson Reading, and SuccessMaker. Those Tier 3 students needing more intensive intervention are provided Tier 1 and Tier 2 interventions as well as Cracking the Code, System 44, and WriteScore interventions. Indicator TA03, K3, K6, K7, and K9</p> <p>2 .B. Teachers give benchmark assessments every 4.5 weeks. These results are utilized to drive instructional decisions.</p>
<p>3. How did 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 provided a target for both teachers and students, which resulted in increased passing rates in all subjects except science.</p>

Tab 2: School 1 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>The Hopewell Business and Civic Communities support Hopewell High School in various ways. The Hopewell/Prince George Chamber of Commerce partnered with Hopewell High School, Prince George High School, and Virginia Manufacturing Association to provide our students an opportunity to participate in a Manufacturing Technology Camp at a local manufacturing plant. Hopewell High School is partnering with local higher education institutions to provide concurrent enrollment opportunities for students. These opportunities are aligned with our plan to provide students with additional opportunities to become college and career ready. The community partners supports our efforts to provide students with a quality academic experience, leadership development, and civic responsibility.</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>Virginia Tech will be rehired due to the increased student engagement and use of research-based instructional strategies documented in walkthroughs, as well as 60% of teachers participating in training in CRISS Strategies, the faculty teambuilding through the Myers-Briggs, assistance in the master schedule to maximize instruction, their assistance in implementation of intervention through READ 180 and WRITESCORE, and excellent mentoring for our administrators. We will also continue with READ180, Datacation, and WRITESCORE. VT will continue to provide math and language arts consulting support in addition to staff development and overall administrative support.</p>
<p>3. In what ways are parents involved in the school's improvement efforts and their children's education?</p>	<p>Parents are invited to attend PTSO meetings, and the Principal's Advisory Council. The PTSO meets monthly and the principal attend each meeting. The Principal's Advisory Council meets each semester. Input in terms of the progress of the school is discussed at these meetings. Administrators, counselors, and teachers are always available to hear the concerns of parents. Indicators D3</p>
<p>STAFFING & RELATIONSHIPS</p> <p>1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	<p>The applications are screened by central office supervisors, who then pass those selected to principals. This saves the principal time as he does not interview persons who are ineligible for a license or do not meet selection criteria. We are small enough that if a particular school has a need, the personnel department and subject area supervisors are aware and work expeditiously when a qualified candidate is available. This information, along with achievement data and teacher success on evaluation goals, will be used to create teaching assignments for 2013 – 2014. Indicator H2</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>Hopewell High School utilizes the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers to evaluate teacher effectiveness. This system calls for 40 percent of teachers evaluation to be based on student academic progress as determined by multiple measures of learning and achievement to include student growth percentiles. In addition to the student academic progress standard, the following standards each account for ten percent of the evaluation and performance rating: professional knowledge, instructional planning, instructional delivery, assessment of and for teaching learning, learning environment, and professionalism. Classroom</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<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>3.A. The administration team provides incentives such as lunches and dinners for entire departments that increase student achievement. We recognize teachers with 100% pass rates at a school board meeting, and teachers are recognized for perfect attendance.</p> <p>3.B. The division provides teacher mentors to those needing technical assistance. In terms of management techniques, PBIS provides support and VA TECH provided training in classroom management techniques. Fred Jones training is provided to all new teachers. CRISS strategies are offered to all teachers.</p>
<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>The principal is evaluated using the new principal evaluation system. The principal receives feedback from the Superintendent and the Assistant Superintendent on a continuous basis. The evaluation timeline is as follows: in October, the principal conducts the self assessment, submits the student academic goals, and conducts teacher/staff surveys; by the end of November, the evaluator conducts informal observation/site visit; in February the evaluator conducts the midyear review and provides feedback to the principal; in June the principal submits the documentation log and the evaluator completes the summative evaluation.</p>
<p>5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?</p>	<p>This relationship is effective. Trust and honesty define the relationship. Our LTP provides excellent mentoring for a new or experienced principal. There could not be a better relationship. Once again, honesty and trust define the relationship. We have a common philosophy and enjoy solving problems together. Their different personality types contribute to sound decisions. The new Internal Lead Partner is fortunate to have the opportunity to work closely with our experienced LTP.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<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>Most decision are school- based, unless they involve policy or a substantial shift in practice. The division team offers advice in such situations and proposals are provided to the Superintendent for his endorsement. The school-based decisions come from recommendations of teachers through school improvement subcommittees. Indicators B2, B3</p>
<p>2. What policy or practice barriers still exist to truly support the school in succeeding? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices).</p>	<p>Our teacher evaluation system is still a work in progress; however, more training is being planned in August to more clearly define the process. Staff turnover continues to be a challenge, because of the constant requirement for initial training and team development. In the next few years, this situation will be exacerbated by retirements. These barriers cannot be removed, but continuing to build a positive school climate can minimize those changes.</p>
<p>PHASE OUT PLANNING (specific to Cohort I and II)</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>1.A. Literacy Seminars should be maintained to target students in need of verified credits, especially in mathematics and reading/writing. READ 180 should be maintained as an effective reading intervention program. CRISS training and the services of the math specialist should continue beyond the grant.1.B. The division is currently using E2020 software and has a license that will continue through 2014 for technical and training support of scholastic products. System 44 and Read 180 require no ongoing contracts, except as they relate to any upgrades or technical support. CRISS training for all faculty will be maintained to ensure common language through the division CRISS trainer(s). The math specialist will be retained with local funds. The master schedule training that has been provided will ensure student centered scheduling in the future without additional costs.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>2. What supports from the state would be the most helpful as these federal funds end?</p>	<p>As the state continues to revise and improve end of course assessments, concurrently providing accurate benchmarks associated with each objective would be beneficial to divisions. At this time, divisions are independently guessing at the level and the content of effective benchmark assessments. Further, with the challenges of finding effective and sufficient numbers of math teachers, providing on-line instructional units to support teachers at the school level would minimize the disadvantages of students in hard to staff schools.</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>School 1 Name:</p>	<p>0</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 (2010-2011 and 2011-2012) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>c. Total number of minutes in the 2012-2013 school year that all students were required to attend and any additional increased learning time planned for 2013-2014</p> <p>*This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.</p>	<p>All students attended school for 70,520 minutes. Students will spend an extra 3,040 minutes next school year because the school division added an additional 20 minutes of instructional time to all full days for the 2013-14 school year. Additionally, students are offered tutorial and remedial services 90 minutes, four days a week. Prior to the School Improvement Grant, these services were limited to two days a week.</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>See School Demographics tab in Indistar.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>5. Analysis of student achievement data with identified areas that need improvement based on 2010-2011, 2011-2012 and preliminary data for 2012-13</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 in the application powerpoint presentation.)</p> <p><u>Nonexample:</u> Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</p>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Baseline Data 2010-2011</th> <th>2011 - 2012</th> <th>Preliminary 2012 - 2013</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>79%</td> <td>44%*</td> <td>66%</td> </tr> <tr> <td>Reading</td> <td>82%</td> <td>84%</td> <td>76%*</td> </tr> <tr> <td>Writing</td> <td>87%</td> <td>82%</td> <td>81%*</td> </tr> <tr> <td>Science</td> <td>85%</td> <td>80%</td> <td>69%*</td> </tr> <tr> <td>Social Studies</td> <td>74%</td> <td>74%</td> <td>77%</td> </tr> </tbody> </table> <p>*First year of new assessment (It should be noted that the VDOE provided new tests in English and science, and the VDOE reports the following percentage point drops: Reading - 5 percentage points; Writing 7 percentage points; Science 11 to 14 percentage points)</p> <p>We need to continue to align the topics and assessment levels of objectives to instruction in all areas. We need to continue to focus on mathematics alignment and instructional practices, with the support of our math specialist and math consultant. We need to continue to work with our language arts consultant to address needs. We need to analyze the science results by question and determine areas of focus for 2013-14. We need to celebrate the positive direction of mathematics performance.</p>	Subject	Baseline Data 2010-2011	2011 - 2012	Preliminary 2012 - 2013	Mathematics	79%	44%*	66%	Reading	82%	84%	76%*	Writing	87%	82%	81%*	Science	85%	80%	69%*	Social Studies	74%	74%	77%
Subject	Baseline Data 2010-2011	2011 - 2012	Preliminary 2012 - 2013																						
Mathematics	79%	44%*	66%																						
Reading	82%	84%	76%*																						
Writing	87%	82%	81%*																						
Science	85%	80%	69%*																						
Social Studies	74%	74%	77%																						
<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>The school was built in 1967, renovated in 1988, 1998, and 2012. It has 70 classrooms. The library/media center includes a professional library/conference room, a second room with videoconferencing, twenty-four student computers, three offices, and the appropriate number of periodicals and books. The cafeteria was remodeled in 2007 and 2013. New furniture is school-spirit focused. The cafeteria includes three serving lines and enough seating for more than 1/3 of the student population. A video bulletin board was installed this year. The gymnasium was renovated in 2012, with a new entrance, rest rooms and locker rooms. A field house for athletics was constructed in 2010.</p>																								

Tab 2: School 1 Reflections and Planning
and Required Elements

7. Information about the types of technology that are available to students and instructional staff	Technology available to students and staff include Smartboards, laptops, Ipads, and are supported by a technology staff member and an ITRT in the building. Online and virtual courses are available to students both during and outside of the school day. A new student information system was purchased in 2011-2012.
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8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade OR subject for the 2012-2013 school year. This should be an unduplicated count.

Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers	86	100%
Teachers (not highly qualified)	N/A	N/A
Teachers with less than 3 years in grade/subject	11	13%
Number of teachers with a provisional license	7	9.00%

Tab 2: School 1 Reflections and Planning
and Required Elements

9. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below)		Years	Number of Staff			
		0	4			
		1	5			
		2	2			
		3	5			
		4	5			
Sample:		5	7			
Yrs	#Instructional Staff	6	4		7	1
0	1	8	7		9	4
1	6	10	3		11	2
2	4...	12	2		13	2
		14	2			15
		2		16	1	
		18	1		19	1
		20	2		21	1
		22	1		24	2
		26	1		28	1
		29	1		30	2
		31	2		33	
		4		35	2	
		36	2		37	1
		39	2		40	1

Tab 2: School 1 Reflections and Planning
and Required Elements

Required Elements	
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.	
Required element	Response
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	We are in our 3rd year of this process. See the first year application for details on why we chose the transformation model.
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	We are in our 3rd year of this process. See the first year application for details on why we chose Virginia Tech as our external provider. We are very satisfied, and continue to use their services.
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.	Under lagging indicator number five, July 2012, the goal is to increase by 20% in reading/language arts and mathematics, the average scaled scores for the all students category from 2011 - 2012 baseline data for math and 2012 - 2013 baseline data for English. The overall goal is to meet state accreditation standards.
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	The division will continue to provide the support and resources of the central office administrative team, current staffing of a principal and three assistant principals or equivalent, and the mathematics specialist.

Tab 2: School 1 Reflections and Planning
and Required Elements

Required Elements	
Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	N/A
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 3: School 2 Reflections and Planning
and Required Elements

School 2 Name:	#REF!
<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 2013-2014 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 5 goals for the upcoming school year:</p>	
<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>	

Tab 3: School 2 Reflections and Planning
and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</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>2. How are responsibilities divided amongst the team members?</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>	

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)</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>3. How did 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>	

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>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>3. In what ways are parents involved in the school's improvement efforts and their children's education?</p>	
<p>STAFFING & RELATIONSHIPS</p> <p>1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	

Tab 3: School 2 Reflections and Planning
and Required Elements

<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>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	
<p>5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?</p>	

Tab 3: School 2 Reflections and Planning
and Required Elements

<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>2. What policy or practice barriers still exist to truly support the school in succeeding? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices).</p>	
<p>PHASE OUT PLANNING (specific to Cohort I and II)</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>	

Tab 3: School 2 Reflections and Planning
and Required Elements

<p>2. What supports from the state would be the most helpful as these federal funds end?</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>School 1 Name:</p>	<p>#REF!</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 (2010-2011 and 2011-2012) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)</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 2012-2013 school year that all students were required to attend and any additional increased learning time planned for 2013-2014</p> <p>*This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.</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>See School Demographics tab in Indistar.</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 2010-2011, 2011-2012 and preliminary data for 2012-13</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 in the application powerpoint presentation.)</p> <p><u>Nonexample:</u> Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</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>	

Tab 3: School 2 Reflections and Planning
and Required Elements

7. Information about the types of technology that are available to students and instructional staff	
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8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade OR subject for the 2012-2013 school year. This should be an unduplicated count.

Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers		
Teachers (not highly qualified)		
Teachers with less than 3 years in grade/subject		
Number of teachers with a provisional license		

Tab 3: School 2 Reflections and Planning
and Required Elements

<p>9. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below)</p> <p>Sample:</p> <table data-bbox="138 456 464 602"><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...	
Yrs	#Instructional Staff								
0	1								
1	6								
2	4...								

Tab 3: School 2 Reflections and Planning
and Required Elements

Required Elements	
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.	
Required element	Response
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	
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.	
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	

Tab 3: School 2 Reflections and Planning
and Required Elements

Required Elements	
Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	
2. Steps taken to secure the support of the parents for the reform model selected	
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	
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	

Tab 4: School 3 Reflections and Planning
and Required Elements

School 3 Name:	#REF!
<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 2013-2014 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 5 goals for the upcoming school year:</p>	
<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>	

Tab 4: School 3 Reflections and Planning
and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</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>2. How are responsibilities divided amongst the team members?</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>	

Tab 4: School 3 Reflections and Planning
and Required Elements

<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01)</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>3. How did 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>	

Tab 4: School 3 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>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>3. In what ways are parents involved in the school's improvement efforts and their children's education?</p>	
<p>STAFFING & RELATIONSHIPS</p> <p>1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	

Tab 4: School 3 Reflections and Planning
and Required Elements

<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>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	
<p>5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?</p>	

Tab 4: School 3 Reflections and Planning
and Required Elements

<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>2. What policy or practice barriers still exist to truly support the school in succeeding? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices).</p>	
<p>PHASE OUT PLANNING (specific to Cohort I and II)</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>	

Tab 4: School 3 Reflections and Planning
and Required Elements

<p>2. What supports from the state would be the most helpful as these federal funds end?</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>School 1 Name:</p>	<p>#REF!</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 (2010-2011 and 2011-2012) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>

Tab 4: School 3 Reflections and Planning
and Required Elements

<p>c. Total number of minutes in the 2012-2013 school year that all students were required to attend and any additional increased learning time planned for 2013-2014</p> <p>*This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.</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>See School Demographics tab in Indistar.</p>

Tab 4: School 3 Reflections and Planning
and Required Elements

<p>5. Analysis of student achievement data with identified areas that need improvement based on 2010-2011, 2011-2012 and preliminary data for 2012-13</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 in the application powerpoint presentation.)</p> <p><u>Nonexample:</u> Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</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>	

Tab 4: School 3 Reflections and Planning
and Required Elements

<p>7. Information about the types of technology that are available to students and instructional staff</p>	
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8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade **OR subject for the 2012-2013 school year. This should be an unduplicated count.**

Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers		
Teachers (not highly qualified)		
Teachers with less than 3 years in grade/subject		
Number of teachers with a provisional license		

Tab 4: School 3 Reflections and Planning
and Required Elements

<p>9. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below)</p> <p>Sample:</p> <table data-bbox="138 456 464 602"><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...	
Yrs	#Instructional Staff								
0	1								
1	6								
2	4...								

Tab 4: School 3 Reflections and Planning
and Required Elements

Required Elements	
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.	
Required element	Response
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	
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.	
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	

Tab 4: School 3 Reflections and Planning
and Required Elements

Required Elements	
Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	
2. Steps taken to secure the support of the parents for the reform model selected	
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	
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	

Tab 5: School 4 Reflections and Planning
and Required Elements

School 1 Name:	#REF!
<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 2013-2014 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 5 goals for the upcoming school year:</p>	
<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>	

Tab 5: School 4 Reflections and Planning
and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</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>2. How are responsibilities divided amongst the team members?</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>	

Tab 5: School 4 Reflections and Planning
and Required Elements

<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01)</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>3. How did 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>	

Tab 5: School 4 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>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>3. In what ways are parents involved in the school's improvement efforts and their children's education?</p>	
<p>STAFFING & RELATIONSHIPS</p> <p>1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	

Tab 5: School 4 Reflections and Planning
and Required Elements

<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>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	
<p>5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?</p>	

Tab 5: School 4 Reflections and Planning
and Required Elements

<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>2. What policy or practice barriers still exist to truly support the school in succeeding? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices).</p>	
<p>PHASE OUT PLANNING (specific to Cohort I and II)</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>	

Tab 5: School 4 Reflections and Planning
and Required Elements

<p>2. What supports from the state would be the most helpful as these federal funds end?</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>School 1 Name:</p>	<p>#REF!</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 (2010-2011 and 2011-2012) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>

Tab 5: School 4 Reflections and Planning
and Required Elements

<p>c. Total number of minutes in the 2012-2013 school year that all students were required to attend and any additional increased learning time planned for 2013-2014</p> <p>*This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.</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>See School Demographics tab in Indistar.</p>

Tab 5: School 4 Reflections and Planning
and Required Elements

<p>5. Analysis of student achievement data with identified areas that need improvement based on 2010-2011, 2011-2012 and preliminary data for 2012-13</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 in the application powerpoint presentation.)</p> <p><u>Nonexample:</u> Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</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>	

Tab 5: School 4 Reflections and Planning
and Required Elements

7. Information about the types of technology that are available to students and instructional staff	
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8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade **OR subject for the 2012-2013 school year. This should be an unduplicated count.**

Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers		
Teachers (not highly qualified)		
Teachers with less than 3 years in grade/subject		
Number of teachers with a provisional license		

Tab 5: School 4 Reflections and Planning
and Required Elements

<p>9. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below)</p> <p>Sample:</p> <table data-bbox="138 456 464 602"><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...	
Yrs	#Instructional Staff								
0	1								
1	6								
2	4...								

Tab 5: School 4 Reflections and Planning
and Required Elements

Required Elements	
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.	
Required element	Response
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	
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.	
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	

Tab 5: School 4 Reflections and Planning
and Required Elements

Required Elements	
Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	
2. Steps taken to secure the support of the parents for the reform model selected	
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	
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	

Tab 6: School 5 Reflections and Planning
and Required Elements

School 5 Name:	#REF!
<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 2013-2014 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 5 goals for the upcoming school year:</p>	
<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>	

Tab 6: School 5 Reflections and Planning
and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</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>2. How are responsibilities divided amongst the team members?</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>	

Tab 6: School 5 Reflections and Planning
and Required Elements

<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01)</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>3. How did 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>	

Tab 6: School 5 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>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>3. In what ways are parents involved in the school's improvement efforts and their children's education?</p>	
<p>STAFFING & RELATIONSHIPS</p> <p>1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	

Tab 6: School 5 Reflections and Planning
and Required Elements

<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>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	
<p>5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?</p>	

Tab 6: School 5 Reflections and Planning
and Required Elements

<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>2. What policy or practice barriers still exist to truly support the school in succeeding? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices).</p>	
<p>PHASE OUT PLANNING (specific to Cohort I and II)</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>	

Tab 6: School 5 Reflections and Planning
and Required Elements

<p>2. What supports from the state would be the most helpful as these federal funds end?</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>School 1 Name:</p>	<p>#REF!</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 (2010-2011 and 2011-2012) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>

Tab 6: School 5 Reflections and Planning
and Required Elements

<p>c. Total number of minutes in the 2012-2013 school year that all students were required to attend and any additional increased learning time planned for 2013-2014</p> <p>*This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.</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>See School Demographics tab in Indistar.</p>

Tab 6: School 5 Reflections and Planning
and Required Elements

<p>5. Analysis of student achievement data with identified areas that need improvement based on 2010-2011, 2011-2012 and preliminary data for 2012-13</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 in the application powerpoint presentation.)</p> <p><u>Nonexample:</u> Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</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>	

Tab 6: School 5 Reflections and Planning
and Required Elements

7. Information about the types of technology that are available to students and instructional staff	
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8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade OR subject for the 2012-2013 school year. This should be an unduplicated count.

Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers		
Teachers (not highly qualified)		
Teachers with less than 3 years in grade/subject		
Number of teachers with a provisional license		

Tab 6: School 5 Reflections and Planning
and Required Elements

<p>9. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below)</p> <p>Sample:</p> <table data-bbox="138 456 464 602"><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...	
Yrs	#Instructional Staff								
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Tab 6: School 5 Reflections and Planning
and Required Elements

Required Elements	
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.	
Required element	Response
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	
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.	
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	

Tab 6: School 5 Reflections and Planning
and Required Elements

Required Elements	
Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	
2. Steps taken to secure the support of the parents for the reform model selected	
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	
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	

Tab 7: School 6 Reflections and Planning
and Required Elements

School 6 Name:	#REF!
<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 2013-2014 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 5 goals for the upcoming school year:</p>	
<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>	

Tab 7: School 6 Reflections and Planning
and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</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>2. How are responsibilities divided amongst the team members?</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>	

Tab 7: School 6 Reflections and Planning
and Required Elements

<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01)</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>3. How did 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>	

Tab 7: School 6 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>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>3. In what ways are parents involved in the school's improvement efforts and their children's education?</p>	
<p>STAFFING & RELATIONSHIPS</p> <p>1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	

Tab 7: School 6 Reflections and Planning
and Required Elements

<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>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	
<p>5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?</p>	

Tab 7: School 6 Reflections and Planning
and Required Elements

<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>2. What policy or practice barriers still exist to truly support the school in succeeding? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices).</p>	
<p>PHASE OUT PLANNING (specific to Cohort I and II)</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>	

Tab 7: School 6 Reflections and Planning
and Required Elements

<p>2. What supports from the state would be the most helpful as these federal funds end?</p>	
<p>Required Elements</p> <p>Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p>School 1 Name:</p>	<p>#REF!</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 (2010-2011 and 2011-2012) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>

Tab 7: School 6 Reflections and Planning
and Required Elements

<p>c. Total number of minutes in the 2012-2013 school year that all students were required to attend and any additional increased learning time planned for 2013-2014</p> <p>*This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.</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>See School Demographics tab in Indistar.</p>

Tab 7: School 6 Reflections and Planning
and Required Elements

<p>5. Analysis of student achievement data with identified areas that need improvement based on 2010-2011, 2011-2012 and preliminary data for 2012-13</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 in the application powerpoint presentation.)</p> <p><u>Nonexample:</u> Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</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>	

Tab 7: School 6 Reflections and Planning
and Required Elements

7. Information about the types of technology that are available to students and instructional staff	
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8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade **OR subject for the 2012-2013 school year. This should be an unduplicated count.**

Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers		
Teachers (not highly qualified)		
Teachers with less than 3 years in grade/subject		
Number of teachers with a provisional license		

Tab 7: School 6 Reflections and Planning
and Required Elements

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

Sample:

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

Tab 7: School 6 Reflections and Planning
and Required Elements

Required Elements	
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.	
Required element	Response
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	
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.	
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	

Tab 7: School 6 Reflections and Planning
and Required Elements

Required Elements	
Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	
2. Steps taken to secure the support of the parents for the reform model selected	
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	
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	

Tab 8: School 7 Reflections and Planning
and Required Elements

School 7 Name:	#REF!
<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 2013-2014 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 5 goals for the upcoming school year:</p>	
<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>	

Tab 8: School 7 Reflections and Planning
and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</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>2. How are responsibilities divided amongst the team members?</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>	

Tab 8: School 7 Reflections and Planning
and Required Elements

<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01)</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>3. How did 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>	

Tab 8: School 7 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>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>	
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<p>STAFFING & RELATIONSHIPS</p> <p>1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	
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Tab 8: School 7 Reflections and Planning
and Required Elements

<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>	
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Tab 8: School 7 Reflections and Planning
and Required Elements

<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>	
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Tab 8: School 7 Reflections and Planning
and Required Elements

<p>2. What supports from the state would be the most helpful as these federal funds end?</p>	
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<p>School 1 Name:</p>	<p>#REF!</p>
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Tab 8: School 7 Reflections and Planning
and Required Elements

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Tab 8: School 7 Reflections and Planning
and Required Elements

<p>5. Analysis of student achievement data with identified areas that need improvement based on 2010-2011, 2011-2012 and preliminary data for 2012-13</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 in the application powerpoint presentation.)</p> <p><u>Nonexample:</u> Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</p>	
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Tab 8: School 7 Reflections and Planning
and Required Elements

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Tab 8: School 7 Reflections and Planning
and Required Elements

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Tab 8: School 7 Reflections and Planning
and Required Elements

Required Elements	
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Required element	Response
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Tab 8: School 7 Reflections and Planning
and Required Elements

Required Elements	
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Tab 9: School 8 Reflections and Planning
and Required Elements

School 8 Name:	#REF!
<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 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.</p>	
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Tab 9: School 8 Reflections and Planning
and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</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>	
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Tab 9: School 8 Reflections and Planning
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<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01)</p>	
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Tab 9: School 8 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>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>3. In what ways are parents involved in the school's improvement efforts and their children's education?</p>	
<p>STAFFING & RELATIONSHIPS</p> <p>1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	

Tab 9: School 8 Reflections and Planning
and Required Elements

<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>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	
<p>5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?</p>	

Tab 9: School 8 Reflections and Planning
and Required Elements

<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>2. What policy or practice barriers still exist to truly support the school in succeeding? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices).</p>	
<p>PHASE OUT PLANNING (specific to Cohort I and II)</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>	

Tab 9: School 8 Reflections and Planning
and Required Elements

<p>2. What supports from the state would be the most helpful as these federal funds end?</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>School 1 Name:</p>	<p>#REF!</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 (2010-2011 and 2011-2012) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>

Tab 9: School 8 Reflections and Planning
and Required Elements

<p>c. Total number of minutes in the 2012-2013 school year that all students were required to attend and any additional increased learning time planned for 2013-2014</p> <p>*This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.</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>See School Demographics tab in Indistar.</p>

Tab 9: School 8 Reflections and Planning
and Required Elements

<p>5. Analysis of student achievement data with identified areas that need improvement based on 2010-2011, 2011-2012 and preliminary data for 2012-13</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 in the application powerpoint presentation.)</p> <p><u>Nonexample:</u> Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</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>	

Tab 9: School 8 Reflections and Planning
and Required Elements

7. Information about the types of technology that are available to students and instructional staff	
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8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade OR subject for the 2012-2013 school year. This should be an unduplicated count.

Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers		
Teachers (not highly qualified)		
Teachers with less than 3 years in grade/subject		
Number of teachers with a provisional license		

Tab 9: School 8 Reflections and Planning
and Required Elements

<p>9. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below)</p> <p>Sample:</p> <table data-bbox="138 456 464 602"><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...	
Yrs	#Instructional Staff								
0	1								
1	6								
2	4...								

Tab 9: School 8 Reflections and Planning
and Required Elements

Required Elements	
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.	
Required element	Response
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	
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.	
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	

Tab 9: School 8 Reflections and Planning
and Required Elements

Required Elements	
Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	
2. Steps taken to secure the support of the parents for the reform model selected	
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	
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	

Tab 10: Budget and Narrative for Each Priority School
2013-2014

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2013 through September 30, 2014**, 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".

#REF!	1003(a)	#REF!	1003(g)			
Name of School 1: #REF!						
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ 185,000.00	\$ 185,000.00	\$ 26,000.00	\$ 211,000.00	
2000- Personnel (Benefits)	\$ -	\$ 52,948.50	\$ 52,948.50		\$ 52,948.50	
3000- Purchased Services	\$ -	\$ 261,000.00	\$ 261,000.00	\$ 16,000.00	\$ 277,000.00	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ 15,000.00		\$ 15,000.00	\$ -	\$ 15,000.00	
6000- Materials and Supplies	\$ -	\$ 52,738.50	\$ 52,738.50	\$ -	\$ 52,738.50	
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ 15,000.00	\$ 551,687.00	\$ 566,687.00	\$ 42,000.00	\$ 608,687.00	
<p>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.</p>						
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)					
1000 - Personnel	Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)					
Expenditure Codes	Budget Narrative					

Tab 10: Budget and Narrative for Each Priority School
2013-2014

<p>1000 - Personnel</p>	<p>*Math Instructional Coach (\$58,792.00, SIG), Data Specialist (\$54,613.00, SIG), *Tutoring (\$59,595.00, SIG) School Improvement Team Supplement (\$12,000.00, SIG) Other Expenses Substitutes (\$6,000.00, Local), Tutoring (\$20,000.00, Algebra Readiness) As we transition out of schol improvement, HPS plans to locally fund the math instructional coach position and to continue to provide tutoring for the 2014-2015 school year. The Math Instructional Coach provides daily support to the Math Department through the planning of lessons, development</p>
<p>2000- Personnel (Benefits)</p>	<p>FICA (\$18,927.50, SIG), Other Benefits for Math Instructional Coach and Data Specialist (\$34,021.00, SIG)</p>
<p>3000- Purchased Services</p>	<p>Lead Turnaround Partner - Virginia Tech (\$208,000.00, SIG), State Facilitator (\$4,100.00, SIG), *WriteScore (\$8,000.00)</p>
<p>4000 - Internal Services</p>	

Tab 10: Budget and Narrative for Each Priority School
2013-2014

<p>5000- Other Charges</p>	<p>Transportation for Extended School Day/Saturday School (\$15,000.00, SIG)</p>
<p>6000- Materials and Supplies</p>	<p>Copying and mailing (\$1,000.00, SIG), *Student Incentives (\$10,000.00, SIG), Instructional Materials (\$41,738.50, SIG) As we transition out of school improvement, the division is soliciting the Education Foundation to provide funding for incentives for students.</p>
<p>8000- Equipment Capital Outlay</p>	

Tab 10: Budget and Narrative for Each Priority School
2013-2014

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2013 through September 30, 2014**, 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".

	#REF!	1003(a)	#REF!	1003(g)			
Name of School 2: #REF!							
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses		
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.							
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)						
1000 - Personnel	Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)						
Expenditure Codes	Budget Narrative						

Tab 10: Budget and Narrative for Each Priority School
2013-2014

1000 - Personnel	
2000- Personnel (Benefits)	
3000- Purchased Services	
4000 - Internal Services	

Tab 10: Budget and Narrative for Each Priority School
2013-2014

5000- Other Charges	
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

Tab 10: Budget and Narrative for Each Priority School
2013-2014

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2013 through September 30, 2014**, 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".

		#REF!	1003(a)	#REF!	1003(g)		
Name of School 3:		#REF!					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses		
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -		
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -		
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -		
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -		
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -		
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -		
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -		
Total	\$ -	\$ -	\$ -	\$ -	\$ -		
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.							
Sample Entry		Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)					
1000 - Personnel		Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)					
Expenditure Codes		Budget Narrative					

Tab 10: Budget and Narrative for Each Priority School
2013-2014

1000 - Personnel	
2000- Personnel (Benefits)	
3000- Purchased Services	
4000 - Internal Services	

Tab 10: Budget and Narrative for Each Priority School
2013-2014

5000- Other Charges	
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

Tab 10: Budget and Narrative for Each Priority School
2013-2014

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2013 through September 30, 2014**, 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".

		#REF!	1003(a)	#REF!	1003(g)		
Name of School 4:		#REF!					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses		
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
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.							
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Expenditure Codes	Budget Narrative						

Tab 10: Budget and Narrative for Each Priority School
2013-2014

1000 - Personnel	
2000- Personnel (Benefits)	
3000- Purchased Services	
4000 - Internal Services	

Tab 10: Budget and Narrative for Each Priority School
2013-2014

5000- Other Charges	
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

Tab 10: Budget and Narrative for Each Priority School
2013-2014

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2013 through September 30, 2014**, 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".

	#REF!	1003(a)	#REF!	1003(g)			
Name of School 5:		#REF!					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses		
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -		
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -		
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -		
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -		
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -		
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -		
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -		
Total	\$ -	\$ -	\$ -	\$ -	\$ -		
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.							
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Expenditure Codes	Budget Narrative						

Tab 10: Budget and Narrative for Each Priority School
2013-2014

1000 - Personnel	
2000- Personnel (Benefits)	
3000- Purchased Services	
4000 - Internal Services	

Tab 10: Budget and Narrative for Each Priority School
2013-2014

5000- Other Charges	
6000- Materials and Supplies	
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Tab 10: Budget and Narrative for Each Priority School
2013-2014

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2013 through September 30, 2014**, 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".

	#REF!	1003(a)	#REF!	1003(g)				
Name of School 6:	#REF!							
Expenditure Codes	Division-Level Expenses (Grant Funded)		School-Level Expenses (Grant Funded)		Total Expenses (Grant Funded)		Other Expenses	Total With Other Expenses
1000 - Personnel	\$	-	\$	-	\$	-	\$	-
2000- Personnel (Benefits)	\$	-	\$	-	\$	-	\$	-
3000- Purchased Services	\$	-	\$	-	\$	-	\$	-
4000 - Internal Services	\$	-	\$	-	\$	-	\$	-
5000- Other Charges	\$	-	\$	-	\$	-	\$	-
6000- Materials and Supplies	\$	-	\$	-	\$	-	\$	-
8000- Equipment Capital	\$	-	\$	-	\$	-	\$	-
Total	\$	-	\$	-	\$	-	\$	-
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Expenditure Codes	Budget Narrative							

Tab 10: Budget and Narrative for Each Priority School
2013-2014

1000 - Personnel	
2000- Personnel (Benefits)	
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Tab 10: Budget and Narrative for Each Priority School
2013-2014

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	#REF!	1003(a)	#REF!	1003(g)			
Name of School 7: #REF!							
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses		
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -		
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -		
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -		
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -		
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -		
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -		
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -		
Total	\$ -	\$ -	\$ -	\$ -	\$ -		
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.							
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Expenditure Codes	Budget Narrative						

Tab 10: Budget and Narrative for Each Priority School
2013-2014

1000 - Personnel	
2000- Personnel (Benefits)	
3000- Purchased Services	
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Tab 10: Budget and Narrative for Each Priority School
2013-2014

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6000- Materials and Supplies	
8000- Equipment Capital Outlay	

Tab 10: Budget and Narrative for Each Priority School
2013-2014

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2013 through September 30, 2014**, 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".

	#REF!	1003(a)	#REF!	1003(g)		
Name of School 8: #REF!						
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	-	-	-	-	-	
2000- Personnel (Benefits)	-	-	-	-	-	
3000- Purchased Services	-	-	-	-	-	
4000 - Internal Services	-	-	-	-	-	
5000- Other Charges	-	-	-	-	-	
6000- Materials and Supplies	-	-	-	-	-	
8000- Equipment Capital	-	-	-	-	-	
Total	\$ -	\$ -	\$ -	\$ -	\$ -	
<p>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.</p>						
Sample Entry 1000 - Personnel	<p>Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)</p> <p>Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>					
Expenditure Codes	Budget Narrative					

Tab 10: Budget and Narrative for Each Priority School
2013-2014

1000 - Personnel	
2000- Personnel (Benefits)	
3000- Purchased Services	
4000 - Internal Services	

Tab 10: Budget and Narrative for Each Priority School
2013-2014

5000- Other Charges	
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

Tab 11: Budget and Narrative for Each Priority School
2014-2015

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

	#REF!	1003(a)	#REF!	1003(g)				
Name of School 1:	#REF!							
Expenditure Codes	Division-Level Expenses (Grant Funded)		School-Level Expenses (Grant Funded)		Total Expenses (Grant Funded)		Other Expenses	Total With Other Expenses
1000 - Personnel	\$	-	\$	-	\$	-	\$	-
2000- Personnel (Benefits)	\$	-	\$	-	\$	-	\$	-
3000- Purchased Services	\$	-	\$	-	\$	-	\$	-
4000 - Internal Services	\$	-	\$	-	\$	-	\$	-
5000- Other Charges	\$	-	\$	-	\$	-	\$	-
6000- Materials and Supplies	\$	-	\$	-	\$	-	\$	-
8000- Equipment Capital	\$	-	\$	-	\$	-	\$	-
Total	\$	-	\$	-	\$	-	\$	-
<p>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.</p>								
<p>Sample Entry</p> <p>1000 - Personnel</p>	<p>Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)</p> <p>Other Expenses</p> <p>Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>							
Expenditure Codes	Budget Narrative							

Tab 11: Budget and Narrative for Each Priority School
2014-2015

1000 - Personnel	
2000- Personnel (Benefits)	
3000- Purchased Services	
4000 - Internal Services	

Tab 11: Budget and Narrative for Each Priority School
2014-2015

5000- Other Charges	
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

Tab 11: Budget and Narrative for Each Priority School
2014-2015

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

	#REF!	1003(a)	#REF!	1003(g)			
Name of School 2: #REF!							
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses		
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.							
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)						
1000 - Personnel	Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)						
Expenditure Codes	Budget Narrative						

Tab 11: Budget and Narrative for Each Priority School
2014-2015

1000 - Personnel	
2000- Personnel (Benefits)	
3000- Purchased Services	
4000 - Internal Services	

Tab 11: Budget and Narrative for Each Priority School
2014-2015

5000- Other Charges	
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

Tab 11: Budget and Narrative for Each Priority School
2014-2015

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

	#REF!	1003(a)	#REF!	1003(g)			
Name of School 3: #REF!							
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses		
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.							
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)						
1000 - Personnel							
	Other Expenses						
	Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)						
Expenditure Codes	Budget Narrative						

Tab 11: Budget and Narrative for Each Priority School
2014-2015

1000 - Personnel	
2000- Personnel (Benefits)	
3000- Purchased Services	
4000 - Internal Services	

Tab 11: Budget and Narrative for Each Priority School
2014-2015

5000- Other Charges	
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

Tab 11: Budget and Narrative for Each Priority School
2014-2015

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

	#REF!	1003(a)	#REF!	1003(g)			
Name of School 4: #REF!							
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses		
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.							
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)						
1000 - Personnel	Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)						
Expenditure Codes	Budget Narrative						

Tab 11: Budget and Narrative for Each Priority School
2014-2015

1000 - Personnel	
2000- Personnel (Benefits)	
3000- Purchased Services	
4000 - Internal Services	

Tab 11: Budget and Narrative for Each Priority School
2014-2015

5000- Other Charges	
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

Tab 11: Budget and Narrative for Each Priority School
2014-2015

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

	#REF!	1003(a)	#REF!	1003(g)		
Name of School 5: #REF!						
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -	
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ -	\$ -	\$ -	\$ -	
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.						
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)					
1000 - Personnel	Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)					
Expenditure Codes	Budget Narrative					

Tab 11: Budget and Narrative for Each Priority School
2014-2015

1000 - Personnel	
2000- Personnel (Benefits)	
3000- Purchased Services	
4000 - Internal Services	

Tab 11: Budget and Narrative for Each Priority School
2014-2015

5000- Other Charges	
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

Tab 11: Budget and Narrative for Each Priority School
2014-2015

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

	#REF!	1003(a)	#REF!	1003(g)			
Name of School 6: #REF!							
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses		
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -		
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -		
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -		
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -		
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -		
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -		
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -		
Total	\$ -	\$ -	\$ -	\$ -	\$ -		
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.							
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)						
1000 - Personnel							
	Other Expenses						
	Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)						
Expenditure Codes	Budget Narrative						

Tab 11: Budget and Narrative for Each Priority School
2014-2015

1000 - Personnel	
2000- Personnel (Benefits)	
3000- Purchased Services	
4000 - Internal Services	

Tab 11: Budget and Narrative for Each Priority School
2014-2015

5000- Other Charges	
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

Tab 11: Budget and Narrative for Each Priority School
2014-2015

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

	#REF!	1003(a)	#REF!	1003(g)			
Name of School 7: #REF!							
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses		
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.							
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)						
1000 - Personnel	Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)						
Expenditure Codes	Budget Narrative						

Tab 11: Budget and Narrative for Each Priority School
2014-2015

1000 - Personnel	
2000- Personnel (Benefits)	
3000- Purchased Services	
4000 - Internal Services	

Tab 11: Budget and Narrative for Each Priority School
2014-2015

5000- Other Charges	
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

Tab 11: Budget and Narrative for Each Priority School
2014-2015

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

	#REF!	1003(a)	#REF!	1003(g)		
Name of School 8: #REF!						
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -	
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ -	\$ -	\$ -	\$ -	

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

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

Tab 11: Budget and Narrative for Each Priority School
2014-2015

1000 - Personnel	
2000- Personnel (Benefits)	
3000- Purchased Services	
4000 - Internal Services	

Tab 11: Budget and Narrative for Each Priority School
2014-2015

5000- Other Charges	
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

Tab 12: Budget Summary for All Priority Schools in the Division
Year 1, Year 2 and Total Year 1-2

Summary Year 1		All Schools				
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ 185,000.00	\$ 185,000.00	\$ 26,000.00	\$ 211,000.00	
2000- Personnel (Benefits)	\$ -	\$ 52,948.50	\$ 52,948.50	\$ -	\$ 52,948.50	
3000- Purchased Services	\$ -	\$ 261,000.00	\$ 261,000.00	\$ 16,000.00	\$ 277,000.00	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ 15,000.00	\$ -	\$ 15,000.00	\$ -	\$ 15,000.00	
6000- Materials and Supplies	\$ -	\$ 52,738.50	\$ 52,738.50	\$ -	\$ 52,738.50	
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ 15,000.00	\$ 551,687.00	\$ 566,687.00	\$ 42,000.00	\$ 608,687.00	

Summary Year 2		All Schools				
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -	
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ -	\$ -	\$ -	\$ -	

Summary Year 1-2		All Schools				
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ 185,000.00	\$ 185,000.00	\$ 26,000.00	\$ 211,000.00	
2000- Personnel (Benefits)	\$ -	\$ 52,948.50	\$ 52,948.50	\$ -	\$ 52,948.50	
3000- Purchased Services	\$ -	\$ 261,000.00	\$ 261,000.00	\$ 16,000.00	\$ 277,000.00	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ 15,000.00	\$ -	\$ 15,000.00	\$ -	\$ 15,000.00	
6000- Materials and Supplies	\$ -	\$ 52,738.50	\$ 52,738.50	\$ -	\$ 52,738.50	
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ 15,000.00	\$ 551,687.00	\$ 566,687.00	\$ 42,000.00	\$ 608,687.00	

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

Expenditure Code Definitions

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

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

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

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

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

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

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

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

INFORMATION REGARDING NEW GUIDANCE

<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 by providing time for collaboration on the use of data; • establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs; and • providing ongoing mechanisms for family and community engagement.
<p>3. Uses <i>Indistar</i>™, an online school improvement tool;</p>
<ul style="list-style-type: none"> • Establishes annual goals for student achievement on the state's assessments in both reading/language arts and mathematics; • Collects meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice; • Sets leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; • Completes an analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school;
<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>

Tab 14: Assurances

<p>5. Uses an electronic query system to provide principals with quarterly data needed to make data driven decisions at the school-level (see Web site: http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml). High schools not meeting the Federal Graduation Indicator (FGI) rate may use the Virginia Early Warning System (VEWS) in lieu of the Virginia Dashboard (Datacation). (http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml)</p> <p>Data points should include, at minimum:</p> <ul style="list-style-type: none">- Student attendance by student- Teacher attendance- Benchmark results- Reading and mathematics grades- Student discipline- Phonological Awareness Literacy Screening (PALS) data (Fall and Spring)- World-Class Instructional Design and Assessment (WIDA) data for English Language Learners (ELLs)- Student transfer data- Student intervention participation by intervention type- Other indicators, if needed
<p>6. Uses an adaptive reading assessment program approved by Virginia Department of Education to determine student growth at least quarterly for any student who has failed the SOL reading assessment in the previous year, a student with a disability, or an English language learner.</p>
<p>7. 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).</p>
<p>8. Ensures principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative;</p>
<p>9. Continues implementation of a division-level team with representatives for the following: instruction, Title I, special education and ELL (if applicable). Division team will</p> <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• assist in updating the school's plan to evidence the division's support of actions developed from analysis of data
<p>10. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs;</p>
<p>11. Collaborates with assigned VDOE contractor to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform;</p>

12. Provides an annual structured report to a panel of VDOE staff and turnaround leaders detailing the current action plan, current leading and lagging indicators, and modifications to be made to ensure the reform is successful; and

13. Reports to the state the school-level data required under the final requirements of this grant, including USED required teacher and principal evaluation data (SIG/TPEC Report).

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

Kathleen Smith (kathleen.smith@doe.virginia.gov) (804) 786-5819; Janice Garland (janice.garland@doe.virginia.gov) (804) 371-6201; Beverly Rabil (beverly.rabil@doe.virginia.gov) 804 786-1062; Susan Fitzpatrick (susan.fitzpatrick@doe.virginia.gov) (804) 225-2897; Selena McBride (selena.mcbride@doe.virginia.gov) (804) 371-4989

Submit the application via the SSWS dropbox to the persons listed below.

Save the file with this format for the name of the file for each submission: **Division Name.Date of Submission.xls. Submit**

Janice Garland, Beverly Rabil, Susan Fitzpatrick, and Selena McBride

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

Superintendent's Signature:

Date

Superintendent's Typed Name: