

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](#)

<b>Tab 1:</b> School Information: Provides information about each Priority School in the Division.
<b>Tab 2:</b> Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 1.
<b>Tab 3:</b> Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 2.
<b>Tab 4:</b> Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 3.
<b>Tab 5:</b> Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 4.
<b>Tab 6:</b> Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 5.
<b>Tab 7:</b> Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 6.
<b>Tab 8:</b> Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 7.
<b>Tab 9:</b> Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 8.
<b>Tab 10:</b> Year 1 Budget: Must be completed for each school for Year 1's projected expenditures. Include a narrative for each budget code.
<b>Tab 11:</b> Year 2 Budget: Must be completed for each school for Year 2's projected expenditures. Include a narrative for each budget code.
<b>Tab 12:</b> 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.
<b>Tab 13:</b> Budget Code Descriptions
<b>Tab 14:</b> 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	Norfolk Public Schools
Contact	Dr. Natalie Halloran
Address Line 1	800 E. City Hall Avenue
Address Line 2	
City, VA, zipcode	Norfolk, VA 23510
Email Address	nhallora@nps.k12.va.us
Telephone Number	(757) 628-3989 ext. 21167

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

School 1 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"/>	<b>1003(a)</b>
Telephone Number			<input type="checkbox"/>	<b>1003(g)</b>
NCES ID #:				
NCES ID Link:	<a href="http://nces.ed.gov/ccd/schoolsearch/">http://nces.ed.gov/ccd/schoolsearch/</a>	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 2 Name	Lake Taylor Middle	Indicate which model the school has chosen with an X.		
Principal Name	Craig Reed	1	<input type="checkbox"/>	USED School Turnaround
Address Line 1	1380 Kempsville Road	2	X	USED Transformation Model
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model
City, VA, zipcode	Norfolk, Virginia 23502	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	creed5@nps.k12.va.us		X	<b>1003(a)</b>
Telephone Number	757 892-3230		X	<b>1003(g)</b>
NCES ID #:	5 1 0 2 6 7 0 0 1 1 0 5			

Tab 1: Priority School Information

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

School 3 Name	Lindenwood Elementary	Indicate which model the school has chosen with an X.					
Principal Name	Dr. Phyllis Clark-Freeman	1		USED School Turnaround			
Address Line 1	2700 Ludlow St.	2	X	USED Transformation Model			
Address Line 2		3		USED Turnaround Principles - same as Transformation Model			
City, VA, zipcode	Norfolk, Virginia 23504						
Email Address	pfreeman@nps.k12.va.us	Indicate the source(s) of funding for which the school is eligible, and that you h					
Telephone Number	757-628-2577		X	<b>1003(a)</b>			
NCES ID #:	5 1 0 2 6 7 0 0 1 1 1 2		X	<b>1003(g)</b>			
NCES ID Link:	<a href="http://nces.ed.gov/ccd/schoolsearch/">http://nces.ed.gov/ccd/schoolsearch/</a>	Indicate this school's cohort with an X.					
			Cohort I	X	Cohort II		Cohort III
		Indicate this school's tier with an X.					
		X	Tier I		Tier II		Tier III

School 4 Name	Tidewater Park Elementary	Indicate which model the school has chosen with an X.					
Principal Name	Dr. Sharon Phillips	1		USED School Turnaround			
Address Line 1	1045 E. Brambleton Ave.	2	X	USED Transformation Model			
Address Line 2		3		USED Turnaround Principles - same as Transformation Model			
City, VA, zipcode	Norfolk, Virginia 23504						
Email Address	sPhill@nps.k12.va.us	Indicate the source(s) of funding for which the school is eligible, and that you h					
Telephone Number	757-628-2500		X	<b>1003(a)</b>			
NCES ID #:	5 1 0 2 6 7 0 0 1 1 4 2		X	<b>1003(g)</b>			
NCES ID Link:	<a href="http://nces.ed.gov/ccd/schoolsearch/">http://nces.ed.gov/ccd/schoolsearch/</a>	Indicate this school's cohort with an X.					
			Cohort I	X	Cohort II		Cohort III
		Indicate this school's tier with an X.					
		X	Tier I		Tier II		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"/>	<b>1003(a)</b>	
NCES ID #:			<input type="checkbox"/>	<b>1003(g)</b>	
NCES ID Link:	<a href="http://nces.ed.gov/ccd/schoolsearch/">http://nces.ed.gov/ccd/schoolsearch/</a>	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"/>	<b>1003(a)</b>	
NCES ID #:			<input type="checkbox"/>	<b>1003(g)</b>	
NCES ID Link:	<a href="http://nces.ed.gov/ccd/schoolsearch/">http://nces.ed.gov/ccd/schoolsearch/</a>	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"/>	<b>1003(a)</b>
NCES ID #:			<input type="checkbox"/>	<b>1003(g)</b>
NCES ID Link:	<a href="http://nces.ed.gov/ccd/schoolsearch/">http://nces.ed.gov/ccd/schoolsearch/</a>	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"/>	<b>1003(a)</b>
NCES ID #:			<input type="checkbox"/>	<b>1003(g)</b>
NCES ID Link:	<a href="http://nces.ed.gov/ccd/schoolsearch/">http://nces.ed.gov/ccd/schoolsearch/</a>	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:	0
<p><b>Reflections and Planning</b> 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>	
<b>Question</b>	<b>Response</b>
<p><b>Future Goals:</b> 1. Please list 5 goals for the upcoming school year:</p>	
<p><b>School Climate:</b> 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 2: School 1 Reflections and Planning  
and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</p>	
<p><b>PROCESS STEPS / ATMOSPHERE OF CHANGE</b> 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 2: School 1 Reflections and Planning  
and Required Elements

<p><b>INSTRUCTION</b></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 2: School 1 Reflections and Planning  
and Required Elements

<p><b>EXTERNAL SUPPORT</b></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><b>STAFFING &amp; RELATIONSHIPS</b></p> <p>1. What process is used to assign teachers to positions, classes &amp; 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 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>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 2: School 1 Reflections and Planning  
and Required Elements

<p><b>DECISION-MAKING PROCESS &amp; AUTONOMY</b></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><b>PHASE OUT PLANNING (specific to Cohort I and II)</b></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 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><b>Required Elements</b></p> <p><b>Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</b></p>	
<p><b>School 1 Name:</b></p>	<p>0</p>
<p><b>Required element</b></p>	<p><b>Response</b></p>
<p>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p>	<p><b>See school's State Report Card. (You do not have to copy and paste responses for this element.)</b></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><b>See school's State Report Card. (You do not have to copy and paste responses for this element.)</b></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><b>*This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.</b></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><b>See School Demographics tab in Indistar.</b></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>	
<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 2: School 1 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 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)

Sample:

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

Tab 2: School 1 Reflections and Planning  
and Required Elements

<b>Required Elements</b>	
<b>Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.</b>	
<b>Required element</b>	<b>Response</b>
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 2: School 1 Reflections and Planning  
and Required Elements

<b>Required Elements</b>	
<b>Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</b>	
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 3: School 2 Reflections and Planning  
and Required Elements

<b>School 2 Name:</b>	Lake Taylor Middle
<p><b>Reflections and Planning</b> 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>	
<b>Question</b>	<b>Response</b>
<p><b>Future Goals:</b> 1. Please list 5 goals for the upcoming school year:</p>	<p>INDICATORS 3,4,5,9,17,22,23,24,TA01,TA02,TA03</p> <ol style="list-style-type: none"> <li>1. By the end of the 2013-2014 school year, overall math SOL pass rates will increase from 45% to 70%.</li> <li>2. By the end of the 2013-2014 school year, overall reading SOL pass rates will increase from 45% to 75%.</li> <li>3. Through the implementation of PBIS strategies, overall out of school suspensions will not exceed 15% by the end of the 2013-14 school year.</li> <li>4. 100% of the staff will participate and receive professional development on the transformation model during the 2013-2014 school year.</li> <li>5. At the end of the 2013-14 school year, 100% of LTMS staff will participate in effective PLCs as measured by meeting minutes and specific outcomes identified in meeting agendas.</li> </ol>
<p><b>School Climate:</b> 1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? b. What were the most successful strategies used to change the school climate? c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	<p>INDICATOR #9 AND TA03</p> <p>The student and teacher surveys for the school year indicate that students and staff feel safer than they felt last year, but there is still much work to be done in improving school climate. Incentives were rewarded each week on a school-wide basis and monthly through cluster teams. Recognition events were held each quarter, and at the end of the year, each subject area teacher recognized students for outstanding and improved academic performance.</p> <p>Teachers received incentives for perfect attendance and for outstanding performance. They received staff shirts in August and again in May for staff appreciation week. Each week, during the last nine weeks of the school year, a different department provided snacks in the teacher work room to encourage staff. Each month, during faculty meetings and on early release days, staff received refreshments to support a positive school climate. At the end of the year, staff members were able to take advantage of incentive time as a result of participating in climate building activities. An end of the year celebration was held to recognize staff efforts, and staff members were able to cash in their Viking bucks for gift cards and instructional gifts. Also, the teacher survey indicates that staff morale improved in some respects. We will continue to collaborate to improve the climate for all stakeholders.</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>Anticipated barriers include lack of understanding of the ideas of accountability and follow through. Staff members will have to operate on shared understandings and realize that everyone has to be held accountable for improving the climate.</p>
<p><b>PROCESS STEPS / ATMOSPHERE OF CHANGE</b> 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>Each member of the leadership team submits input for the work of the school through participation in meetings, leading their department meetings, and through sharing ideas and insight to improve the school program. Team leaders solicit input from all staff, and staff members may also share ideas with administration at any time. Meeting minutes for each department are kept in a binder to capture each department's work.</p> <p>Team members can present ideas at anytime as well as during meetings. Ideas shared are considered and implemented if the ideas promote positive change. Decisions are communicated to all staff through weekly staff announcements via email and through ongoing communication with administration.</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>Responsibilities are shared among all staff throughout the building. Teachers and team leaders know and understand their parameters for accomplishing responsibilities. Resources to accomplish responsibilities are provided.</p>
<p>3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?</p>	<p>INDICATOR #TA03 New strategies are monitored through observations and reviews of data. Descriptions of the work are posted in Indistar and in quarterly reports. Each month, the School Governance Team (SGT) visited the school to review the work and monitor progress. The improvement efforts were constantly monitored and reviewed throughout the school year. Faculty meetings, monthly SGT meetings, weekly leadership team meetings, and early release days were utilized to support achieving the goals of the school. Support from staff within the building, division level staff, and state consultants also proved helpful in sustaining improvement effort.</p>

Tab 3: School 2 Reflections and Planning  
and Required Elements

<p><b>INSTRUCTION</b></p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01)</p>	<p>INDICATOR #TA01 Students who fail assessments on the state, building, and/or district levels are provided remediation opportunities. Students who have attendance and discipline concerns are also supported. Data used to identify students include the following: discipline, absenteeism, individual education plans, Istation, Ten Marks, EWI meetings, Achieve3000, and MyAccess.</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>Students in tier 1 receive activities that have been planned in collaboration with the gifted resource teachers. Students in tiers 2 and 3 receive activities that have been planned in collaborative planning by the classroom teachers. Teachers use formative assessment results to determine objectives students have yet to master. Teachers have also provide direct instruction and computer based instruction to students based on formative assessment data.</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>Teachers gave preassessment and post assessment tests to students in core subjects and set learning goals based on preassessment data. Teachers used results from the post assessment data to determine measures of student growth. Course pass rates and SOL test pass rates were also used to evaluate teacher performance in Standard 7. If teachers did not have SOL pass rates of 70% or higher, they did not receive a proficient rating for Standard 7. Every teacher who provided students with preassessment and post assessments had results that demonstrated measurable student growth. However, students did not show measurable growth on SOL tests.</p>

Tab 3: School 2 Reflections and Planning  
and Required Elements

<p><b>EXTERNAL SUPPORT</b></p> <p>1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan?</p>	<p>Involvement of community-based organizations is aligned to the school's improvement plan based on the task identified in Indicator #9.</p> <p>Norfolk State University and the LINKS are official partners with Lake Taylor Middle. NSU has opened its doors to students and has provided STEM activities on both the university and school levels. LINKS continues to provide gifts and support to staff to promote a positive school climate. LINKS also provide school supplies and human services to families within the school community throughout the year.</p>
<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	<p>For this upcoming school year, we are submitting a request to the VDOE to contract with the American Institutes for Research (AIR) to provide support as our Lead Turnaround Partner. They will provide support that will be aligned with our data identified areas of need and other school improvement efforts.</p> <p>Y-CAPP and COMPASION are therapeutic day counseling services that work with students and their families throughout the school year. These organizations address behaviors that impede student progress. The work provided by counselors has resulted in decreased out of school suspensions and higher promotion rates.</p>
<p>3. In what ways are parents involved in the school's improvement efforts and their children's education?</p>	<p>The PTA has grown this year, but continued growth is needed to build a strong parent base of engagement. Parents participate in parent-teacher-conferences, and respond appropriately when contacted by the school. Parents also supported the school by chaperoning field trips throughout the year. Teachers will need to seek parent support on a more consistent basis in order to realize parent support in the improvement effort.</p>
<p><b>STAFFING &amp; RELATIONSHIPS</b></p> <p>1. What process is used to assign teachers to positions, classes &amp; grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	<p>INDICATOR # 3 Staffing is a major issue at Lake Taylor Middle. Staff members are given positions based on their areas of certifications and the needs of the school. This process is not getting the most skilled teachers in front of the right group of students. Skilled teachers need to be assigned to the school.</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>INDICATOR #3 Teachers received training on the evaluation tool. Professional development and guidance were provided for teachers to complete their goal setting form. Mid year conferences were held with teachers. Teacher quality is evaluated through both formal and informal observations. Teachers are also evaluated based on student achievement. Evaluative comments given to teachers are aligned to the teacher evaluation instrument.</p>

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<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.</p> <p>b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	<p>INDICATORS #3 AND #5 At the end of the testing period, teachers who had met and/or exceeded goals in increasing student achievement were recognized in faculty meetings. Teachers who need support in increasing student achievement met with the principal to reflect on performance and to set goals for the coming school year.</p>
<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>INDICATOR #3 The principal is evaluated by the executive director of schools. Feedback is received on the midyear conference and on the summative evaluation at the end of the school year.</p> <p>Student and teacher surveys provide feedback on the school and on administrative leadership during late spring of each year.</p>
<p>5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?</p>	<p>The relationship between the Lead Turnaround Partner and the principal was insightful in that suggestions for improving and for monitoring instruction were provided during SGT meetings.</p> <p>The relationship between the Internal Lead Partner and the principal is informative. The Internal Lead Partner is readily available to assist and answer questions. Support is constantly offered and progress is monitored to ensure that task completion will align to division and state deadlines. Overall, their relationships are all very collaborative.</p>

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<p><b>DECISION-MAKING PROCESS &amp; AUTONOMY</b></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>ID01, ID04, ID10, ID11, IE05, IE06, IE10, IE13</p> <p>A very coherent leadership team has been established at Lake Taylor Middle School. Department Chairs have been selected for the ELA, math, history, science, PE, and related arts departments. These teacher leaders with specialists review lesson plans and provide feedback to faculty and administration. Cluster leaders will also be established to insure that clusters provide consistency in regards to quality academic instruction to support student learning. The School Improvement Team (SIT) will meet twice monthly to discuss progress toward school improvement goals. A Priority Specialist will also be utilized to monitor school improvement efforts, manage data, provide coaching, and tiered intervention supports for tier 2 and 3 students. It should also be noted that each team meeting has an agenda to establish purpose and fidelity of implementation.</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>IE08, ID11, IE13</p> <p>Attracting and retaining highly qualified teachers have been major barriers in regards to Lake Taylor Middle School's development of capacity. Lake Taylor Middle School is engaged in planning and implementing strategies to attract and retain highly qualified teachers. These strategies include providing mentors to new teachers, quality professional development, instructional support from the school and district level as well as meetings with the principal and key administrators to ensure that new teacher's needs are met. Maintaining teacher quality throughout the building has been a challenge for Lake Taylor MS. This will be addressed through the use of of a division walk through instrument highlighting criteria that insures teacher quality. Criteria includes classroom management, depth of knowlege, student engagement, assessment, content knowlege and insuring that the learning objectives are presented to students at the beginning of each lesson.</p>
<p><b>PHASE OUT PLANNING (specific to Cohort I and II)</b></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>The following positions should continue: EWI facilitator. The division will provide reading and math coaches through its allocated budget.</p> <p>Roles and responsibilities have been distributed among the staff so that services and support will continue and will be provided by the instructional team. Teachers have worked in teams and have carried out events and projects without the assistance of coaches.</p> <p>The human resources department will need to work with teachers whose positions are being phased out to secure positions for them.</p> <p>Department chairs and teacher leaders will assume duties of coaches.</p>

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<p>2. What supports from the state would be the most helpful as these federal funds end?</p>	<p>Support from the state that would be most helpful after SIG funding ends include to continue quarterly technical assistance to monitor efforts.</p>
<p><b>Required Elements</b> Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p><b>School 1 Name:</b></p>	<p>0</p>
<p><b>Required element</b></p>	<p><b>Response</b></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>

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<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><b>*This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.</b></p>	<p><b>Total Number of Minutes for 2012-13: 82,860 minutes (including extended learning time)</b></p> <p><b>Total Number of Minutes of Extended Learning Time for 2013-14: 108,000 minutes (48,000 during the day minutes and 60,000 after school minutes)</b></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><b>See School Demographics tab in Indistar.</b></p>

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<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><b>Area 1: Annual reading scores have hovered in 70% range(75, 73, 74). The scores have varied each year in each grade level: Grade 6 (70%, 59%, 78%), Grade 7 (77%, 73%,70%), Grade 8 (81%, 82%, 72%). This data suggests that specific layers of remediation must be established to support students who have not grasped concepts. The overall pass rate in reading has dropped to 40% this year. Because the SOL assessment has changed, curriculum and instruction must be aligned to push for critical thinking and rigor.</b></p> <p><b>Area 2: Overall, math scores have been consistently low (76%, 63%, 39%). In each grade level, math scores have dropped after more rigorous questioning was implemented into SOL assessments: grade 6 (59%, 50%, 43%), Grade 8 (71%, 46%, 10%). This drop was also seen in credit bearing classes: Algebra I (96%, 96%, 69%), Geometry (93%, 78, 52%). This year, the overall pass rate is approximately 40%. Math 7 was assessed for the first time with a pass rate 7%. Instruction must be aligned to meet the challenges of the more rigorous testing. Also, support systems must be embedded into the master schedule to support students who are not grasping concepts.</b></p>
<p>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p>	<p><b>Lake Taylor Middle School was built in 1966. There are 52 classrooms. LTMS has a media center with various resources. There are books and magazines as well as 26 computers for students to conduct research. 250 students can be served in the cafeteria. The school has two gymnasiums; a main gym and an auxiliary.</b></p>

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7. Information about the types of technology that are available to students and instructional staff	<b>Technology is readily available to teachers and students throughout the building. Laptop carts, desktop computers, computer labs, and Ipads provide access for computer based instruction, testing, and classroom instruction.</b>
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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	71	98%
Teachers (not highly qualified)	2	2%
Teachers with less than 3 years in grade/subject	26	37%
Number of teachers with a provisional license	2	2%

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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)		Yrs	Number of Instructional Staff
		0	0
		1	18
		2	18
		3	3
		4	3
Sample:		5	6
Yrs	#Instructional Staff	6	8
0	1	7	5
1	6	8	0
2	4...	9	0
		10	2
		11	2
		12	0
		13	2
		14	1
		15	3
		20	1
		22	1

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<b>Required Elements</b>	
<b>Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.</b>	
<b>Required element</b>	<b>Response</b>
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	To ensure that the selected transformation model is implemented effectively, division and school-level administrators maintain on-going communications with status updates on all school improvement efforts. Division and school-level staff participate in monthly Shared Governance Team (SGT) meetings to review various data sets, conduct classroom observations, align resources as needed, and receive support updates from the Lead Turnaround Partner. Also, on a monthly basis, our division leadership team meet (with our VDOE liaison) to discuss all school improvement efforts, monitor Indistar plans, and identify schools in need of additional support.
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	All external providers are approved by the VDOE prior to being selected to support our schools. They maintain ongoing communications with division and school-level staff. Partners provide monthly updates/status reports during STG and leadership team meetings. Also, they participate in data team meetings and attend all VDOE technical assistance sessions to ensure their alignment with all school improvement efforts.
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.	By the end of the 2013-2014 school year, students meeting the proficient level in math will increase 25% (from 45% to 70%) as measured by the Virginia Standards of Learning. By the end of the 2013-2014 school year, students meeting the proficient level in reading will increase 30%(from 45% to 75%) as measured by the Virginia Standards of Learning.
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	The Norfolk Public School division level leadership will utilize all resources to support the needs of Lake Taylor Middle School. The division's school improvement team consists of members from all central administration departments. Division level administration visits Lake Taylor Middle School weekly to participate in collaborative problem solving and instructional support for staff and students during the 2013-14 school year. The division leadership team will work closely with the lead turnaround partner and the VDOE liaison to provide the additional support needed Lake Taylor Middle School.

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<b>Required Elements</b>	
<b>Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</b>	
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

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<b>School 3 Name:</b>	Lindenwood Elementary
<p><b>Reflections and Planning</b> 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>	
<b>Question</b>	<b>Response</b>
<p><b>Future Goals:</b> 1. Please list 5 goals for the upcoming school year:</p>	<p>Indicators: I4-11,K2-8,TA01-03;1) By Jan 2014, 100% of teachers will use student data to increase student achievement as evidenced by various data sets. 2)By end of Nov, Jan, &amp; Apr, 100% of teachers will participate in quarterly, grade level, whole-day, data-based, instructional planning sessions w/ content specialists (as evidenced by plans placed in Planning Binder &amp; SchoolNet). 3)By June 2014, 100% of teachers will utilize a “Checking for Understanding Tracking Form” to monitor reading/math objective mastery as evidenced by individual teachers differentiated lesson plans, Monitoring Notebook &amp; Common Formative Assessments (CFAs). 4)By June 2014, 100% of Grade Level Teams will work collaboratively to develop CFAs to measure mastery of content standards as evidenced by the CFAs placed in CFA Binders. 5)By June 2014, the LTP, chosen teachers, school-based content specialists, &amp; district support staff will provide PD, model best practice lessons, &amp; provide opportunities for peer observations of critical features of an effective lesson to increase efficiency in pedagogical skills as measured by LTP,</p>
<p><b>School Climate:</b> 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>Indicators: D5, G1, G2, G3, G5, G6, H1 a. The school climate improved based on the efforts of school administration and staff. Administrators took an active role to survey teachers and students in order to better understand how to improve school climate and use suggestions to make decisions. b. Parents and administration communicated as preventive measures when a concern about incidents would disrupt the school learning environment. Climate was a focus during faculty meetings and professional development sessions. Students and faculty were encouraged to write “Bucket Drops” (words of thanks/encouragement) that were often shared during announcements. Each grade level was assigned a day that their students could exchange items for tickets (given for appropriate behavior) at the school store c. Yes, there were unsuccessful attempts to change the school climate. They were unsuccessful because there was a lack of consistency with recognizing staff, implementing and monitoring the current recognition programs, and providing a clear structure of expectations for new teachers and students.</p>

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<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>Teachers' perceptions of parents and their level of involvement in their children's academic lives is an anticipated barrier to further improving the school climate, as well as parents' and community perceptions of teachers/school. During the previous school year, the staff experienced high turn-over. New staff's perceptions of the school/surrounding community are an anticipated barrier. Our school has begun the process to become an IB Public Charter School. The impact adjustments/changes will have on school climate is unclear.</p>
<p><b>PROCESS STEPS / ATMOSPHERE OF CHANGE</b> 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>Indicators: D1 &amp; D3 a. The facilitation of all meetings including SGT, Instructional Team, Faculty, Grade Level Team, Vertical Team, and Leadership Team Meetings are organized with an agenda that allows time for the brainstorming and sharing of transformation ideas and pedagogical improvement. b. The agenda also includes time to communicate decisions to all staff and/or stakeholders. Decisions are explained with their rationale. The decisions are linked to the School Improvement Grant, NPS expectations, non-negotiables, etc. The Family Engagement Sp., teachers, school counselor, office manager, and administrators correspond with parents daily on pertinent issues involving the teaching / learning process and the school improvement initiatives with verbal or written communication at PTA &amp; Civic League meetings (face-to-face, phone, EduLink Mass phone contacts, notes, Student Agendas, Marquee, websites, PTA bulletin boards, etc.).</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>Responsibilities are divided based on staff members' strengths and weaknesses and the divisions are clear. At the conclusion of each meeting, responsibilities are summarized. More difficult tasks are handled using a team approach. Responsible parties have the resources necessary to follow through. If not, administration is made aware so that it can be resolved and resources are no longer a barrier to the accomplishment of the task.</p>
<p>3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?</p>	<p>Indicators: K4 &amp; G6 Through informal quarterly planning, faculty meetings, professional development homework assignments and formal and informal teacher observations, new strategies or practices are monitored. If the strategies or practices are not working, additional professional development is planned and the issues are addressed through faculty meetings, lead team meetings, grade level meetings and one-on-one meetings between teachers and administrators and teachers and support staff.</p>

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

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<p><b>EXTERNAL SUPPORT</b></p> <p>1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan?</p>	<p>Indicators: D2-7; Creating an environment that is conducive for learning &amp; heightened learning activities were supported by these stakeholders who assisted us in strengthening instruction &amp; improving our school culture. These are critical components of our school improvement plan including but not limited to: United Way Volunteers--improve the physical appearance; Rotary Club--read to classes, gave free books; Norfolk Police Dept--built relationships w/ stdnts; Norfolk Sheriff's Office--Ident-a-Kid event &amp; a jail tour for specific stdts; The Ladies of Lindenwood participated in Read Across America; School Board members &amp; City Council read to students and served as guest speakers.</p>
<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	<p>Pearson will return as our Lead Turnaround Partner. The services to be rendered will build on what has been accomplished during the 2012-2013 school year and intensify the services that need to be continued from the previous year. Foci are to add more rigor to student learning, to target all grade levels in all content areas, to build capacity among the staff, and to work together to ensure continuation of this sustainable growth after the SIG time limit has passed. Activities include a planning conferences to get a current snapshot of data and refine the Implementation Plan. The specific needs of the students and instructional staff will be the catalyst for a thrust toward necessary adjustments to this malleable plan.</p>
<p>3. In what ways are parents involved in the school's improvement efforts and their children's education?</p>	<p>A few parents attended standards-based afterschool events, workshops, PTA functions, coached and helped with extra-curricular activities, read and implemented learning activities that are sent home through the Family Engagement Program, assisted in the Parent Center and classroom, provided instructional materials and transportation to extra-curricular events, helped with the distribution of bags of food to the neediest students, and attended School Board meetings.</p>
<p><b>STAFFING &amp; RELATIONSHIPS</b></p> <p>1. What process is used to assign teachers to positions, classes &amp; grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	<p>Indicators: C8, H2</p> <p>1. The Department of Human Resources provides a pool of candidates for the school administrator to interview. This allows teachers to be assigned according to the school's needs, the grade level's/ individual teacher's strengths and weaknesses. This process and adjustments if needed should ensure that the most skilled teacher is instructing the right group of students who can benefit most from her experience.</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>2. The district timelines, policies, and procedures are followed. Teachers who are on summative are informed and are given guidelines for observations and the summative evaluation. As observations are completed, administrator/teacher post observation conferences are held. Quarterly formal observation templates are completed and submitted to the district.</p>

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<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.</p> <p>b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	<p>a. School leaders, teachers, and other staff's achievements are recognized during meetings. They are presented with certificates and small tokens of appreciation.</p> <p>b. Teachers who need support are identified through on-going classroom observations and analyses of available informal and formal student data. Teachers receive extra support from division and school support staff, as well as the Lead Turnaround Partner through modeling, coaching, and individualized and tiered professional development, as well as frequent feedback from observations.</p>
<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>4. The principal is formally evaluated and given feedback by one of the NPS Executive Directors for Elementary Schools twice annually. An evaluative rubric is supplied, completed by the principal, and revised, if needed, by the Executive Director for the mid-year evaluation as well as for the annual summative evaluation. The Principal signs whether in agreement or not. If not, then a rebuttal statement is encouraged to be attached.</p>
<p>5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?</p>	<p>The relationship between the state facilitator, Lead Turnaround Partner, Internal Lead Partner, and the principal is collegial and one of mutual respect. Relationships will continue to grow as the uniqueness of the school and individual teachers is recognized in everyone's approach to helping to build teacher capacity and improve teaching and learning, as well as everyone continuing to foster open communication. Additionally, the Internal Lead Partner should continue to advocate for the school in matters involving the lead turnaround partner and central administration.</p>

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<p><b>DECISION-MAKING PROCESS &amp; AUTONOMY</b></p> <p>1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p>	<p>Indicators: D1, D3, D5</p> <p>The lead team meets weekly to discuss anything related to the school improvement effort, overall strategic vision, and various assessment data which are specific to the foundational issues that impact the improvement plan. During this time, the team works collaboratively to make all decisions that will positively affect the data. Before final decisions are made, opportunities are provided to share thoughts on the data and activities that will impact instruction. All facets of individual information are considered in final decisions.</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>One barrier that impedes the school from succeeding is the district's policy on the teacher selection process. Schools in improvement may be negatively affected by these policies concerning seniority and Reduction in Force.</p>
<p><b>PHASE OUT PLANNING (specific to Cohort I and II)</b></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>a. The services that should be maintained after these federal funds and supports end are those that are provided by the State Facilitator, Turnaround Coach, and Internal Lead Partner who would provide principal coaching and conferencing with opportunities for feedback.</p> <p>b. The school and division will prepare for the phasing out of outside funds, supports, and services by</p> <ul style="list-style-type: none"> <li>-- continuing to hold monthly Shared Governance Team meetings</li> <li>-- providing support through the Executive Director</li> <li>continuing documented and close monitoring</li> <li>-- supporting the SIP adjustments as needed</li> <li>-- requesting feedback concerning the support that the school receives</li> </ul>

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<p>2. What supports from the state would be the most helpful as these federal funds end?</p>	<p>Supports from the state that would be the most helpful as these federal funds end include:</p> <ul style="list-style-type: none"> <li>-- A continued relationship and open communication with a state facilitator</li> <li>-- Funding as needed to maintain academic growth</li> <li>-- Funding to assist the school to maintain technology upgrades as the need arises</li> <li>- Funding for additional staff to support re-teaching efforts</li> </ul>
<p><b>Required Elements</b> <b>Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</b></p>	
<p><b>School 1 Name:</b></p>	<p style="text-align: right;">0</p>
<p><b>Required element</b></p>	<p><b>Response</b></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>

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<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><b>*This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.</b></p>	<p><b>For this past school year (2012 - 2013), all students were required to attend school for 67,200 minutes. For this upcoming school year, we are planning to provide 30 minutes of daily extended learning time for all students.</b></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><b>See School Demographics tab in Indistar.</b></p>

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<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><b>The annual reading scores demonstrate a two-year decline in grade 3. Although grades 4 and 5 showed an increase in 2011-2012, a fall was displayed on the 2012-2013 year's test. Grade 3 Reading in 2010-2011, 2011-2012, and 2012-2013 are 64%, 59%, 28%. Grade 4: 67%, 82%, 47% Grade 5: 73%, 80% 53%. Grade 3 Math displayed a sharp decline in 2011-2012 and did not recover for the 2012-2013 test (75%, 13%, 11%). Grade 5 scores are 53%, 27%, 25% which show a decline, while Grade 4 was able to maintain in the last two years with scores of 64%, 41%, 41%.</b></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>	

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7. Information about the types of technology that are available to students and instructional staff	<b>The technology available to the students and instructional staff include: desktop computers, laptop computers, one computer lab and one laptop lab. There are some iPads, document cameras, and digital cameras available in the media center for teachers to check out and one smart table.</b>
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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.**

<b>Category</b>	<b>Number of Teachers</b>	<b>Percentage of All Teachers</b>
Highly qualified teachers	30	100%
Teachers (not highly qualified)	0	0%
Teachers with less than 3 years in grade/subject	12	35%
Number of teachers with a provisional license	0	0%

Tab 4: School 3 Reflections and Planning  
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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)		Yrs	#Instructional Staff
		0	3
		1	7
		2	2
		4	3
		5	6
		7	1
Sample:		14	1
Yrs	#Instructional Staff	16	1
0	1	17	1
1	6	19	1
2	4...	22	1
		24	1
		25	1
		35	1

Tab 4: School 3 Reflections and Planning  
and Required Elements

<b>Required Elements</b>	
<b>Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.</b>	
<b>Required element</b>	<b>Response</b>
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	To ensure that the selected transformation model is implemented effectively, division and school-level administrators maintain on-going communications with status updates on all school improvement efforts. Division and school-level staff participate in monthly Shared Governance Team (SGT) meetings to review various data sets, conduct classroom observations, align resources as needed, and receive support updates from the Lead Turnaround Partner. Also, on a monthly basis, our division leadership team meet (with our VDOE liaison) to discuss all school improvement efforts, monitor Indistar plans, and identify schools in need of additional support.
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	All external providers are approved by the VDOE prior to being selected to support our schools. They maintain ongoing communications with division and school-level staff. Partners provide monthly updates/status reports during STG and leadership team meetings. Also, they participate in data team meetings and attend all VDOE technical assistance sessions to ensure their alignment with all school improvement efforts.
3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.	The goal is to ensure that each student meets or exceeds the required VDOE cut score for being proficient on the reading/language arts and mathematics standard of learning assessments. The strategies to assist us in meeting this goal are: To monitor student achievement and ensure that tiered instructional support is provided, schools and the division administer on-going common formative assessments. Assessment data identify students in need of Tier 2 and Tier 3 interventions. Division team members conduct monthly Focus Walks to monitor rigor, differentiated instruction, curriculum alignment, and full implementation of the "Cycle for Results". Also, school staff receives professional development based on their identified areas of need.
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	Our division has the capacity to support Lindenwood. The division's school improvement team consists of members from all central administration departments. On a monthly basis, they participate in SGT meetings with the school teams, the Lead Turnaround Partner, and the VDOE liaison. Also, the Lead Turnaround Partner and Executive Directors maintain ongoing communications with building administrators to ensure that support is provided in all identified areas of need.

Tab 4: School 3 Reflections and Planning  
and Required Elements

<b>Required Elements</b>	
<b>Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</b>	
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 5: School 4 Reflections and Planning  
and Required Elements

<b>School 1 Name:</b>	Tidewater Park Elementary
<p><b>Reflections and Planning</b> 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>	
<b>Question</b>	<b>Response</b>
<p><b>Future Goals:</b> 1. Please list 5 goals for the upcoming school year:</p>	<p>Indicators: K 2, K4, K7, &amp; TAO 1 - 3 ~ (1) During the 2013-2014 school year, instructional staff will improve core planning and delivery of standards based lessons by using the divisions’ adopted standards-based lesson planning format to improve student learning by 25% across all core disciplines. (2)During the 2013-2014 school year, instructional staff will collaboratively develop and administer weekly common formative assessments aligned to the Standards of Learning to monitor student progress and increase the number of students meeting targets by 25%. (3)During the 2013-2014 school year, instructional staff will request that students participate in at least two experiential learning opportunities aligned to the standards of learning to increase student learning by 25% across all content areas. (4)During the 2013-2014 school year, instructional staff will adjust instruction by developing and aligning intervention and enrichment opportunities to meet individual students needs on a weekly basis. (5)During the 2013-2014 school year, we will utilize our lead turnaround partner (Pearson Learning) to provide ongoing, job-</p>
<p><b>School Climate:</b> 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>Indicators: D4 &amp; G1 ~ A. As evidenced by the survey rendered to faculty, staff, and parents, school climate has improved as a result of better student behavior and performance in school. Teachers feel that have been given a voice in the decision making process. B. Frequent student meetings with the administrative team, visibility of school administrators, and constant communication with parents contributed to the positive change in school climate. C. We didnt find any of our efforts to change climate to be 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>Ineffective, disgruntel staff members are barriers to continued improvement and positive school climate.</p>
<p><b>PROCESS STEPS / ATMOSPHERE OF CHANGE</b> 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>Indicators: D4, D6, &amp; G1 ~ A. Each member of the leadership team submits input for the work of the school through participation in meetings, through leading their department meetings, and through sharing ideas and insight to improve the school program. Team leaders solicit input from all staff, and staff members may also share ideas with administrtation at any time. Meeting minutes for each department are kept in a binder to capture each department’s work.</p> <p>B. Stakeholders are informed of school decisions through PTA Meetings, Parentlink (a telephone message), monthly school calendar, the community newsletter and, civic league meetings. Decisions are communicated to all staff through weekly staff announcements via email and through ongoing communication with adminstration.</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>The Principal, Assistant Principal, Internal Lead Partner, Math Specialist, Reading Specialist and other Leadership Team members meet monthly to monitor the plan. Each team member report on his assigned task to ensure that tasks are maintained and goals are being met .Responsibilities are shared among teacher leaders throughout the building. Time and resources to accomplish responsibilities are provided.</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>New strategies are monitored through observations and review of data. Descriptions of the work are posted in Indistar and in quarterly reports. Each month, the School Governance Team (SGT) visited the school to review the work and monitor progress. The improvement efforts were constantly monitored and reviewed throughout the school year. Faculty meetings, monthly SGT meetings, weekly leadership team meetings, and early release days were utilized to support achieving the goals of the school. Support from staff within the building, division level staff, and state consultants also proved helpful in sustaining improvement efforts.</p>

Tab 5: School 4 Reflections and Planning  
and Required Elements

<p><b>INSTRUCTION</b></p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01)</p>	<p>Indicators: G3, TAO1, K7, K6, &amp; K9 ~ Students who fail assessments on the state, building, and/or district level are provided remediation opportunities. Students who have attendance and discipline concerns also receive additional instructional support. Data used to identify students include the following: discipline data, absenteeism, individual education plans, Istation, STAR, Achieve 3000.</p>
<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	<p>A. During Tier I instruction, teachers provide a whole group lesson and then students are divided into small groups to provide further instruction or investigation on the objective. B. Formative assessments are administered on a monthly basis to determine mastery or the lack thereof.</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>Teachers gave preassessment and post assessment tests to students in core subjects and set learning goals based on preassessment data. Teachers used results from the post assessment data to determine measures of student growth. Every teacher who provided students with preassessment and post assessments had results that demonstrated measurable student growth.</p>

Tab 5: School 4 Reflections and Planning  
and Required Elements

<p><b>EXTERNAL SUPPORT</b></p> <p>1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan?</p>	<p>Indicators: D1, J3 &amp; K10 ~ Norfolk State University and Norfolk Redevelopment and Housing Authority are official partners with Tidewater Park Elementary. NSU provides swim and dance lessons to approximately 50 students. NRHA paid for 2 teachers to facilitate the swim and dance program held at NSU on a daily basis. Y-CAPP and AGAPE, therapeutic day counseling services, provided students and their families support throughout the school year. These organizations address behaviors that impede student progress. The work provided by counselors has resulted in decreased out of school suspensions and higher promotion rates.</p>
<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	<p>Pearson will continue to be our Lead Turnaround Partners in our schoolwide effort to improve student achievement through the use of research-based strategies. AGAPE and Y-CAPP will continue as therapeutic service providers.</p>
<p>3. In what ways are parents involved in the school's improvement efforts and their children's education?</p>	<p>PTA membership increased this year, but continued growth is needed to build a strong parent base of engagement. Parents participate in parent-teacher-conferences, and respond when contacted by the school. Parents also supported the school by chaperoning field trips throughout the year. Monthly parent workshops were made available to all parents. Parent Bootcamp was held in the fall and parents attended a facility offsite to learn ways in which they can assist their children at home.</p>
<p><b>STAFFING &amp; RELATIONSHIPS</b></p> <p>1. What process is used to assign teachers to positions, classes &amp; grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	<p>Indicators: H2 - H6 ~ The Department of Human Resources hosts job fairs to solicit the most qualified applicants. Once the applicants have been screened and hired by HR, prospective candidates are sent to Tidewater Park School to be interviewed by the team they may potentially become a member. Once hired, the candidate is provided guidance and support from teammates and the administration in his assigned position . If after careful observation it is deemed necessary by the administration to place the teacher in another grade level based on the strengths or weaknesses observed, then the transition is made swiftly to ensure continued school improvement to ensure student success.</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>Teachers received training on the evaluation tool. Professional development and guidance were provided for teachers to complete their goal setting form. Mid year conferences were held with teachers. Teacher quality is evaluated through both formal and informal observations. Teachers are also evaluated based on student achievement. Evaluative comments given to teachers are aligned to the teacher evaluation instrument.</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>A. Teachers are recognized on the morning news show, in faculty meetings, on the sign in front of the school, and in newsletters.</p> <p>B. Teachers in need of support meet with administrators where they are paired with the appropriate instructional support staff member at the district level to receive PD, to schedule observations, and classroom level support.</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 by the executive director of schools. Feedback is received on the midyear conference and on the summative evaluation at the end of the school year.</p> <p>Student and teacher surveys provide feedback on the school and on administrative leadership during late spring of each year.</p>
<p>5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?</p>	<p>Collaborative! We work well together.</p>

Tab 5: School 4 Reflections and Planning  
and Required Elements

<p><b>DECISION-MAKING PROCESS &amp; AUTONOMY</b></p> <p>1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p>	<p>Indicators: B1 &amp; G6 ~ Decisions are made by various stakeholders. The division, the principal, the leadership team, and teachers make decisions based on student achievement data, climate surveys, and observations completed during audits/visits.</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>There are several ineffective staff members. Many resigned or transferred as a result of changes but many remain and require a tremendous amount of paperwork to be removed. The process of documentation for these teachers will definitely begin the fall of 2013.</p>
<p><b>PHASE OUT PLANNING (specific to Cohort I and II)</b></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>A. VDOE should continue to monitor and support schools to ensure continued academic growth. B. Roles and responsibilities have been distributed among the staff so that services and support will continue and will be provided by the Instructional Team. Teachers will work in teams and carry out events and projects without the assistance of our school improvement coach. The district has hired a Reading Specialist and a Math Specialist with the appropriate endorsement. We continue to have 2 Interventionists provided by our school district who received effective professional development to teach all Tier 3 students. Our Leadership team will receive training from Anne O'Toole on how to be a more impactful team. Principals and teachers have been provided training on the content of a standards based IEP to ensure that our children who have special needs are given the appropriate services. Our district team will continue to provide support with analyzing student data and ensuring the effectiveness of tiered intervention support.</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>Continuous support for school improvement efforts by monitoring and providing feedback and suggestions for improvement.</p>
<p><b>Required Elements</b> Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p><b>School 1 Name:</b></p>	<p>0</p>
<p><b>Required element</b></p>	<p><b>Response</b></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><b>*This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.</b></p>	<p><b>For this past school year (2012 - 2013), all students were required to attend school for 66,480 minutes. For this upcoming school year, we are planning to provide 30 minutes of daily extended learning time for all students.</b></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><b>See School Demographics tab in Indistar.</b></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><b>Area 1: Annual Reading Scores in grade 3 (63, 46, 51) while pass rates in grade 4 (54, 56, 53.8). Grade 5 reading scores were (65, 62, 38)</b></p> <p><b>Area 2: Annual Math Scores in grade 3 (60, 23, 50) while pass rates in grade 4 (60, 17, 58.3). Gade 5 math scores were (74, 47, 40)</b></p>
<p>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p>	<p><b>Tidewater Park Elementary School was built in 1955. There are 20 classrooms and 6 mobile units. TPE has a media center that houses several desktop and laptop computers. The school does not have a gymnasium. There is a small activity room that we use for PE. Students have to run and play outside.</b></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	<b>Technology is readily available to teachers and students throughout the building. Laptop carts, desktop computers, computer labs, and Ipads provide access for computer based instruction, testing, and classroom instruction.</b>
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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.**

Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers	27	100%
Teachers (not highly qualified)	0	0%
Teachers with less than 3 years in grade/subject	8	30%
Number of teachers with a provisional license	3	11%

Tab 5: School 4 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 and Number of Instructional Staff
	0-0
	1-3
	2-0
	3-0
	4-0
	5-3
	6-2
Sample:	7-1
Yrs #Instructional Staff	8-0
0 1	9-1
1 6	10-2
2 4...	11-1
	12-3
	13-2
	14-4
	15-0
	16-1
	17-0
	18-0
	19-0
	20-0
	21-2
	22-0
	23-0
	24-0
	25-1
	26-1

Tab 5: School 4 Reflections and Planning  
and Required Elements

<b>Required Elements</b>	
<b>Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.</b>	
<b>Required element</b>	<b>Response</b>
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	To ensure that the selected transformation model is implemented effectively, division and school-level administrators maintain on-going communications with status updates on all school improvement efforts. Division and school-level staff participate in monthly Shared Governance Team (SGT) meetings to review various data sets, conduct classroom observations, align resources as needed, and receive support updates from the Lead Turnaround Partner. Also, on a monthly basis, our division leadership team meet (with our VDOE liaison) to discuss all school improvement efforts, monitor Indistar plans, and identify schools in need of additional support.
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	All external providers are approved by the VDOE prior to being selected to support our schools. They maintain ongoing communications with division and school-level staff. Partners provide monthly updates/status reports during STG and leadership team meetings. Also, they participate in data team meetings and attend all VDOE technical assistance sessions to ensure their alignment with all school improvement efforts.
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.	To monitor student achievement and ensure that tiered instructional support is provided, schools and the division administer on-going common formative assessments. Assessment data identify students in need of tier 2 and tier 3 interventions. Division team members conduct monthly Focus Walks to monitor rigor, differentiated instruction, curriculum alignment, and full implementation of the "Cycle for Results". Also, school staff receive professional development based on their identified areas of need.
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	Our division has the capacity to support Tidewater Park. The division's school improvement team consists of members from all central administration departments. On a monthly basis, they participate in SGT meetings with the school teams, the Lead Turnaround Partner, and the VDOE liaison. Also, the Lead Turnaround Partner and Executive Directors maintain ongoing communications with building administrators to ensure that support is provided in all identified areas of need.

Tab 5: School 4 Reflections and Planning  
and Required Elements

<b>Required Elements</b>	
<b>Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</b>	
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 6: School 5 Reflections and Planning  
and Required Elements

<b>School 5 Name:</b>	0
<p><b>Reflections and Planning</b> 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>	
<b>Question</b>	<b>Response</b>
<p><b>Future Goals:</b> 1. Please list 5 goals for the upcoming school year:</p>	
<p><b>School Climate:</b> 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><b>PROCESS STEPS / ATMOSPHERE OF CHANGE</b> 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><b>INSTRUCTION</b></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><b>EXTERNAL SUPPORT</b></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><b>STAFFING &amp; RELATIONSHIPS</b></p> <p>1. What process is used to assign teachers to positions, classes &amp; 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><b>DECISION-MAKING PROCESS &amp; AUTONOMY</b></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><b>PHASE OUT PLANNING (specific to Cohort I and II)</b></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><b>Required Elements</b> Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p><b>School 1 Name:</b></p>	<p align="right">0</p>
<p><b>Required element</b></p>	<p><b>Response</b></p>
<p>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p>	<p align="center"><b>See school's State Report Card. (You do not have to copy and paste responses for this element.)</b></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 align="center"><b>See school's State Report Card. (You do not have to copy and paste responses for this element.)</b></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><b>*This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.</b></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><b>See School Demographics tab in Indistar.</b></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

<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 6: School 5 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 6: School 5 Reflections and Planning  
and Required Elements

<b>Required Elements</b>	
<b>Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.</b>	
<b>Required element</b>	<b>Response</b>
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

<b>Required Elements</b>	
<b>Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</b>	
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

<b>School 6 Name:</b>	0
<p><b>Reflections and Planning</b></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>	
<b>Question</b>	<b>Response</b>
<p><b>Future Goals:</b></p> <p>1. Please list 5 goals for the upcoming school year:</p>	
<p><b>School Climate:</b></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 7: School 6 Reflections and Planning  
and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</p>	
<p><b>PROCESS STEPS / ATMOSPHERE OF CHANGE</b> 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><b>INSTRUCTION</b></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><b>EXTERNAL SUPPORT</b></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><b>STAFFING &amp; RELATIONSHIPS</b></p> <p>1. What process is used to assign teachers to positions, classes &amp; 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><b>DECISION-MAKING PROCESS &amp; AUTONOMY</b></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><b>PHASE OUT PLANNING (specific to Cohort I and II)</b></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><b>Required Elements</b> Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p><b>School 1 Name:</b></p>	0
<p><b>Required element</b></p>	<p><b>Response</b></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><b>*This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.</b></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><b>See School Demographics tab in Indistar.</b></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  
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Teachers with less than 3 years in grade/subject		
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Tab 7: School 6 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								
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Tab 7: School 6 Reflections and Planning  
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<b>Required Elements</b>	
<b>Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.</b>	
<b>Required element</b>	<b>Response</b>
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	
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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.	
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Tab 7: School 6 Reflections and Planning  
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<b>Required Elements</b>	
<b>Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</b>	
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Tab 8: School 7 Reflections and Planning  
and Required Elements

School 7 Name:	0
<p><b>Reflections and Planning</b> 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>	
<b>Question</b>	<b>Response</b>
<p><b>Future Goals:</b> 1. Please list 5 goals for the upcoming school year:</p>	
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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><b>PROCESS STEPS / ATMOSPHERE OF CHANGE</b> 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 8: School 7 Reflections and Planning  
and Required Elements

<p><b>INSTRUCTION</b></p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01)</p>	
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Tab 8: School 7 Reflections and Planning  
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Tab 8: School 7 Reflections and Planning  
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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><b>School 1 Name:</b></p>	<p>0</p>
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Tab 8: School 7 Reflections and Planning  
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<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><b>*This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.</b></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><b>See School Demographics tab in Indistar.</b></p>

Tab 8: School 7 Reflections and Planning  
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<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 8: School 7 Reflections and Planning  
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<p>7. Information about the types of technology that are available to students and instructional staff</p>	
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Tab 8: School 7 Reflections and Planning  
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Tab 9: School 8 Reflections and Planning  
and Required Elements

<b>School 8 Name:</b>	0
<p><b>Reflections and Planning</b> 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  
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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

<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 9: School 8 Reflections and Planning  
and Required Elements

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

Sample:

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

Tab 9: School 8 Reflections and Planning  
and Required Elements

<b>Required Elements</b>	
<b>Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.</b>	
<b>Required element</b>	<b>Response</b>
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

<b>Required Elements</b>	
<b>Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</b>	
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".

	0	1003(a)	0	1003(g)				
<b>Name of School 1:</b>	0							
<b>Expenditure Codes</b>	<b>Division-Level Expenses (Grant Funded)</b>		<b>School-Level Expenses (Grant Funded)</b>		<b>Total Expenses (Grant Funded)</b>		<b>Other Expenses</b>	<b>Total With Other Expenses</b>
1000 - Personnel	\$ -				\$ -			\$ -
2000- Personnel (Benefits)	\$ -				\$ -			\$ -
3000- Purchased Services	\$ -				\$ -			\$ -
4000 - Internal Services	\$ -				\$ -			\$ -
5000- Other Charges	\$ -				\$ -			\$ -
6000- Materials and Supplies	\$ -				\$ -			\$ -
8000- Equipment Capital	\$ -				\$ -		\$ -	\$ -
<b>Total</b>	\$ -		\$ -		\$ -		\$ -	\$ -
<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>								
<b>Sample Entry</b>  <b>1000 - Personnel</b>	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)  <b>Other Expenses</b> 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)							
<b>Expenditure Codes</b>	<b>Budget Narrative</b>							

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

<b>1000 - Personnel</b>	
<b>2000- Personnel (Benefits)</b>	
<b>3000- Purchased Services</b>	
<b>4000 - Internal Services</b>	

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

<b>5000- Other Charges</b>	
<b>6000- Materials and Supplies</b>	
<b>8000- Equipment Capital Outlay</b>	

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".

		X	1003(a)	X	1003(g)		
<b>Name of School 2:</b>		Lake Taylor Middle					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses		
1000 - Personnel	\$ -	\$ 300,000.00	\$ 300,000.00	\$ 163,600.00	\$ 463,600.00		
2000- Personnel (Benefits)	\$ -	\$ 22,950.00	\$ 22,950.00	\$ 17,500.00	\$ 40,450.00		
3000- Purchased Services	\$ -	\$ 573,450.00	\$ 573,450.00	\$ 20,000.00	\$ 593,450.00		
4000 - Internal Services	\$ -	\$ 46,500.00	\$ 46,500.00	\$ 36,500.00	\$ 83,000.00		
5000- Other Charges	\$ -	\$ 140,665.00	\$ 140,665.00	\$ 30,500.00	\$ 171,165.00		
6000- Materials and Supplies	\$ -	\$ 260,000.00	\$ 260,000.00	\$ 118,000.00	\$ 378,000.00		
8000- Equipment Capital Outlay	\$ -	\$ 125,000.00	\$ 125,000.00	\$ 144,416.00	\$ 269,416.00		
<b>Total</b>	\$ -	\$ 1,468,565.00	\$ 1,468,565.00	\$ 530,516.00	\$ 1,999,081.00		
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.							
<b>Sample Entry</b>	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)						
<b>1000 - Personnel</b>	<b>Other Expenses</b> 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)						
<b>Expenditure Codes</b>	<b>Budget Narrative</b>						

Tab 10: Budget and Narrative for Each Priority School  
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<p><b>1000 - Personnel</b></p>	<p>2 &amp; TAO1 - 3 ~ Part-time teacher pay for instructional extended learning opportunities throughout the school year (\$300,000). Other Expenses: Title I Instructional intervention (\$120,000); Title I Part time Teachers (\$43,600)</p>
<p><b>2000- Personnel (Benefits)</b></p>	<p>FICA for part time (\$22,950) Other Expenses: Title I Benefits Instructional Interventionist (\$17,500)</p>
<p><b>3000- Purchased Services</b></p>	<p>Lead Turnaround Partner - American Institutes for Research (AIR) (\$562,450); Achieve 3000 (\$8,000); State Facilitator</p>
<p><b>4000 - Internal Services</b></p>	<p>Transportation for Students for Field Trips and incentives (\$10,000); Other Expenses: Internal Services (\$36,500) ~ In</p>

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

<p><b>5000- Other Charges</b></p>	<p>Instructional retreats (2 per school year@10,000 each= \$20,000); Parent and Community Outreach(\$15,000); Student Incentives to support academic excellence(\$10,000); Conferences for Staff, VDOE meetings for turnaround schools (\$40,000), and Indirect Costs (\$55,665).Other Expenses: Title Conferences for Teachers (\$25,000); Staff Development (\$5,500) ~ Indicators 2, 5, 13, 14, &amp; TAO 1 - 3</p>
<p><b>6000- Materials and Supplies</b></p>	<p>American Institute Instructional Materials (\$200,000); Office Supplies (\$25,000); Instructional Supplies (\$35,000). Other Expenses: Title I Materials and Supplies (\$18,000); Title I Instructional Supplies(\$100,000) ~ Indicators TAO 1 &amp; 2, 2, 6, 18, 25</p>
<p><b>8000- Equipment Capital Outlay</b></p>	<p>Instructional Hardware (\$125,000). Other Expenses: Title I Instructional Hardware (\$50,000); Equipment non-capitalized(\$94, 416). Indicators TAO 1 &amp; 2, 2, 6, 18, 25</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".

	X	1003(a)	X	1003(g)		
<b>Name of School 3:</b>	Lindenwood Elementary					
<b>Expenditure Codes</b>	<b>Division-Level Expenses (Grant Funded)</b>		<b>School-Level Expenses (Grant Funded)</b>	<b>Total Expenses (Grant Funded)</b>	<b>Other Expenses</b>	<b>Total With Other Expenses</b>
1000 - Personnel	\$	-	\$ 200,000.00	\$ 200,000.00	\$ 73,000.00	\$ 273,000.00
2000- Personnel (Benefits)	\$	-	\$ 15,300.00	\$ 15,300.00	\$ 49,229.50	\$ 64,529.50
3000- Purchased Services	\$	-	\$ 339,000.00	\$ 339,000.00	\$ 1,000.00	\$ 340,000.00
4000 - Internal Services	\$	-	\$ 20,000.00	\$ 20,000.00	\$ 1,000.00	\$ 21,000.00
5000- Other Charges			\$ 101,734.27	\$ 101,734.27	\$ 1,000.00	\$ 102,734.27
6000- Materials and Supplies	\$	-	\$ 40,000.00	\$ 40,000.00	\$ 1,000.00	\$ 41,000.00
8000- Equipment Capital	\$	-	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$	-	\$ 716,034.27	\$ 716,034.27	\$ 126,229.50	\$ 842,263.77

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.

<b>Sample Entry</b>	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)
<b>1000 - Personnel</b>	
	<b>Other Expenses</b> 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)
<b>Expenditure Codes</b>	<b>Budget Narrative</b>

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

<p><b>1000 - Personnel</b></p>	<p>Indicators: TA02,I1-11 ~ Part-time teacher pay for instructional extended learning opportunities throughout the school year (\$200,000). Other Expenses TITLE I: Reading Interventionist (\$70,000) &amp; Parttime teachers (\$3,000)</p>
<p><b>2000- Personnel (Benefits)</b></p>	<p>SIG Funding will support the following: Part-Time Teacher Fringes: \$15,300 TITLE I FUNDS WILL COVER: Full-Time -- Fringes \$49,000 and Part-Time -- Social Security/Medicare \$229.50</p>
<p><b>3000- Purchased Services</b></p>	<p>Indicators: TAO 1 - 3, K2, K4, &amp; K5 ~ SIG Funding will support the following: External Lead Partner/Pearson \$301,000; Data Analysis Consultant \$5,000; Educational Consultants \$20,000, IXL Math \$2,000; iStation \$6,000; State Facilitator (\$3,000), Other services that support our school improvement efforts \$2,000 Other Expenses - TITLE I: Contract Services that support increasing student achievement \$1,000</p>
<p><b>4000 - Internal Services</b></p>	<p>Indicators: D3, K2, K6, &amp; J8 ~ SIG Funding will support the following: extended learning opportunities for students and parents (\$10,000) and Transportation for Extended Day Learning Opportunities \$10,000 (during the school year and summer) Other Expenses: Instructional Field Trips (\$1,000) - Title I</p>

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

<p><b>5000- Other Charges</b></p>	<p>Indicators: K2, K3, I4, I9 ~ SIG Funding will support the following: Outside Service provider for Professional Development Opportunities (\$25,000); National and State Level Conferences (\$20,000); VDOE Meetings for Priority Schools (\$5,000); Student and Teacher Incentives (\$15,000), Indirect Costs (\$36,734.27) TITLE I FUNDS WILL COVER: Professional Development Opportunities \$ 1,000</p>
<p><b>6000- Materials and Supplies</b></p>	<p>Indicators:K2, K6, &amp; K9 ~ SIG Funding will support the following: Office and Instructional Materials and Supplies \$40,000 TITLE I FUNDS WILL COVER: Instructional Materials and Supplies \$1,000</p>
<p><b>8000- Equipment Capital Outlay</b></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".

	X	1003(a)	X	1003(g)		
<b>Name of School 4:</b>	Tidewater Park Elementary					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ 200,000.00	\$ 200,000.00	\$ 100,000.00	\$ 300,000.00	
2000- Personnel (Benefits)	\$ -	\$ 15,300.00	\$ 15,300.00	\$ 35,000.00	\$ 50,300.00	
3000- Purchased Services	\$ -	\$ 295,900.00	\$ 295,900.00	\$ -	\$ 295,900.00	
4000 - Internal Services	\$ -	\$ 30,000.00	\$ 30,000.00	\$ -	\$ 30,000.00	
5000- Other Charges	\$ -	\$ 146,485.35	\$ 146,485.35	\$ -	\$ 146,485.35	
6000- Materials and Supplies	\$ -	\$ 60,000.00	\$ 60,000.00	\$ -	\$ 60,000.00	
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total</b>	\$ -	\$ 747,685.35	\$ 747,685.35	\$ 135,000.00	\$ 882,685.35	

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.

<b>Sample Entry</b>	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)
<b>1000 - Personnel</b>	
	<b>Other Expenses</b>
	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)
<b>Expenditure Codes</b>	<b>Budget Narrative</b>

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

<p><b>1000 - Personnel</b></p>	<p>Indicators: K6, K7, J3 TAO2 ~ Part-time teacher pay for instructional extended learning opportunities throughout the school year (\$200,000) Other Expenses: Title I Reading/Math Interventionists 50,000 X 2 = \$100,000</p>
<p><b>2000- Personnel (Benefits)</b></p>	<p>FICA to support part-time teacher pay (\$15,300) Other Expenses: fringes to support Title I full-time interventionists (\$35,000)</p>
<p><b>3000- Purchased Services</b></p>	<p>Indicators: TAO3 &amp; K3 ~\$3,000 for State Facilitator, \$277, 900 for Pearson (Lead Turnaround Partner), and other serv</p>
<p><b>4000 - Internal Services</b></p>	<p>Indicators: K2, K6, &amp; J8 ~ Instructional extended learning opportunities (\$30,000) - during the school year and summer</p>

Tab 10: Budget and Narrative for Each Priority School  
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<p><b>5000- Other Charges</b></p>	<p>Indicators: D3, I7, K2, &amp; K3 ~ Parent and Community Outreach (\$15,000) Student Incentives to support academia (\$25,000); conferences for staff, VDOE meetings for Turnaround Schools (\$80,000), Indirect Costs (\$26,485.35). Other Expenses - None</p>
<p><b>6000- Materials and Supplies</b></p>	<p>Indicators: K2, K6, &amp; K9 ~ Office Supplies (\$25,000); Instructional Materials &amp; Supplies (\$35,000) Other Expenses - None</p>
<p><b>8000- Equipment Capital Outlay</b></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".

	0	1003(a)	0	1003(g)			
Name of School 5: 0							
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	\$ -	\$ -	\$ -	\$ -	\$ -		
<b>Total</b>	\$ -	\$ -	\$ -	\$ -	\$ -		
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.							
<b>Sample Entry</b>	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)						
<b>1000 - Personnel</b>							
	<b>Other Expenses</b> 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)						
<b>Expenditure Codes</b>	<b>Budget Narrative</b>						

Tab 10: Budget and Narrative for Each Priority School  
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<b>1000 - Personnel</b>	
<b>2000- Personnel (Benefits)</b>	
<b>3000- Purchased Services</b>	
<b>4000 - Internal Services</b>	

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

<b>5000- Other Charges</b>	
<b>6000- Materials and Supplies</b>	
<b>8000- Equipment Capital Outlay</b>	

Tab 10: Budget and Narrative for Each Priority School  
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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".

	0	1003(a)	0	1003(g)				
<b>Name of School 6:</b>	0							
<b>Expenditure Codes</b>	<b>Division-Level Expenses (Grant Funded)</b>		<b>School-Level Expenses (Grant Funded)</b>		<b>Total Expenses (Grant Funded)</b>		<b>Other Expenses</b>	<b>Total With Other Expenses</b>
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<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>								
<b>Sample Entry</b>  <b>1000 - Personnel</b>	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)  <b>Other Expenses</b> 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)							
<b>Expenditure Codes</b>	<b>Budget Narrative</b>							

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

<b>1000 - Personnel</b>	
<b>2000- Personnel (Benefits)</b>	
<b>3000- Purchased Services</b>	
<b>4000 - Internal Services</b>	

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

<b>5000- Other Charges</b>	
<b>6000- Materials and Supplies</b>	
<b>8000- Equipment Capital Outlay</b>	

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".

	0	1003(a)	0	1003(g)			
Name of School 7:	0						
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	\$ -	\$ -	\$ -	\$ -	\$ -		
<b>Total</b>	\$ -	\$ -	\$ -	\$ -	\$ -		
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.							
<b>Sample Entry</b>	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)						
<b>1000 - Personnel</b>	<b>Other Expenses</b> 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)						
<b>Expenditure Codes</b>	<b>Budget Narrative</b>						

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

<b>1000 - Personnel</b>	
<b>2000- Personnel (Benefits)</b>	
<b>3000- Purchased Services</b>	
<b>4000 - Internal Services</b>	

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

<b>5000- Other Charges</b>	
<b>6000- Materials and Supplies</b>	
<b>8000- Equipment Capital Outlay</b>	

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".

	0	1003(a)	0	1003(g)			
<b>Name of School 8:</b>	0						
<b>Expenditure Codes</b>	<b>Division-Level Expenses (Grant Funded)</b>		<b>School-Level Expenses (Grant Funded)</b>		<b>Total Expenses (Grant Funded)</b>	<b>Other Expenses</b>	<b>Total With Other Expenses</b>
1000 - Personnel			\$ -	\$ -	\$ -	\$ -	\$ -
2000- Personnel (Benefits)			\$ -	\$ -	\$ -	\$ -	\$ -
3000- Purchased Services			\$ -	\$ -	\$ -	\$ -	\$ -
4000 - Internal Services			\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges			\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies			\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital			\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -
<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>							
<b>Sample Entry</b>  <b>1000 - Personnel</b>	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)  <b>Other Expenses</b> 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)						
<b>Expenditure Codes</b>	<b>Budget Narrative</b>						

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

<b>1000 - Personnel</b>	
<b>2000- Personnel (Benefits)</b>	
<b>3000- Purchased Services</b>	
<b>4000 - Internal Services</b>	

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

<b>5000- Other Charges</b>	
<b>6000- Materials and Supplies</b>	
<b>8000- Equipment Capital Outlay</b>	

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.

	0	<b>1003(a)</b>	0	<b>1003(g)</b>				
<b>Name of School 1:</b>	0							
<b>Expenditure Codes</b>	<b>Division-Level Expenses (Grant Funded)</b>		<b>School-Level Expenses (Grant Funded)</b>		<b>Total Expenses (Grant Funded)</b>		<b>Other Expenses</b>	<b>Total With Other Expenses</b>
<b>1000 - Personnel</b>	\$ -				\$ -			\$ -
<b>2000- Personnel (Benefits)</b>	\$ -				\$ -			\$ -
<b>3000- Purchased Services</b>	\$ -				\$ -			\$ -
<b>4000 - Internal Services</b>	\$ -				\$ -			\$ -
<b>5000- Other Charges</b>	\$ -				\$ -			\$ -
<b>6000- Materials and Supplies</b>	\$ -				\$ -			\$ -
<b>8000- Equipment Capital</b>	\$ -		\$ -		\$ -		\$ -	\$ -
<b>Total</b>	\$ -		\$ -		\$ -		\$ -	\$ -
<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>								
<b>Sample Entry</b>		<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>						
<b>1000 - Personnel</b>		<p><b>Other Expenses</b> 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>						
<b>Expenditure Codes</b>		<b>Budget Narrative</b>						

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

<b>1000 - Personnel</b>	
<b>2000- Personnel (Benefits)</b>	
<b>3000- Purchased Services</b>	
<b>4000 - Internal Services</b>	

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

<b>5000- Other Charges</b>	Other Expenses: Professional Development (\$1,000) - Title I
<b>6000- Materials and Supplies</b>	
<b>8000- Equipment Capital Outlay</b>	

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.

Name of School 2:	X	1003(a)	X	1003(g)		
Name of School 2:	Lake Taylor Middle					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ 300,000.00	\$ 300,000.00	\$ 163,600.00	\$ 463,600.00	
2000- Personnel (Benefits)	\$ -	\$ 22,950.00	\$ 22,950.00	\$ 17,500.00	\$ 40,450.00	
3000- Purchased Services	\$ -	\$ 573,450.00	\$ 573,450.00	\$ 20,000.00	\$ 593,450.00	
4000 - Internal Services	\$ -	\$ 46,500.00	\$ 46,500.00	\$ 36,500.00	\$ 83,000.00	
5000- Other Charges	\$ -	\$ 140,665.00	\$ 140,665.00	\$ 1,000.00	\$ 141,665.00	
6000- Materials and Supplies	\$ -	\$ 260,000.00	\$ 260,000.00	\$ 1,000.00	\$ 261,000.00	
8000- Equipment Capital Outlay	\$ -	\$ 125,000.00	\$ 125,000.00	\$ 1,000.00	\$ 126,000.00	
Total	\$ -	\$ 1,468,565.00	\$ 1,468,565.00	\$ 240,600.00	\$ 1,709,165.00	
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.						
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 ( 1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)					
1000 - Personnel	Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)					
Expenditure Codes	Budget Narrative					

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

<p><b>1000 - Personnel</b></p>	<p>2 &amp; TAO1 - 3 ~ Part-time teacher pay for instructional extended learning opportunities throughout the school year (\$300,000). Other Expenses: Title I Instructional intervention (\$120,000); Title I Part time Teachers (\$43,600)</p>
<p><b>2000- Personnel (Benefits)</b></p>	<p>FICA for part time (\$22,950) Other Expenses: Title I Benefits Instructional Interventionist (\$17,500)</p>
<p><b>3000- Purchased Services</b></p>	<p>Lead Turnaround Partner - American Institutes for Research (AIR) (\$562,450); Achieve 3000 (\$8000); State Facilitator</p>
<p><b>4000 - Internal Services</b></p>	<p>Transportation for Students for Field Trips and incentives (\$10,000); Other Expenses: Internal Services (\$36,500) ~ In</p>

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

<p><b>5000- Other Charges</b></p>	<p>Instructional retreats (2 per school year@10,000 each= \$20,000); Parent and Community Outreach(\$15,000); Student Incentives to support academic excellence(\$75,000); Conferences for Staff, VDOE meetings for turnaround schools (\$80,000), Indirect Costs (\$55,665) ~ Indicators 2, 5, 13, 14, &amp; TAO 1 - 3 Other Expenses: Professional Development (\$1,000) - Title I</p>
<p><b>6000- Materials and Supplies</b></p>	<p>American Institute Instructional Materials (\$200,000); Office Supplies (\$25,000); Instructional Supplies (\$35,000) Other Expenses: Instructional Materials and Supplies (\$1,000) - Title I ~ Indicators TAO 1 &amp; 2, 2, 6, 18, 25</p>
<p><b>8000- Equipment Capital Outlay</b></p>	<p>Instructional Software(\$125,000) ~ Indicators TAO 1 &amp; 2, 2, 6, 18, 25 Other Expenses: Equipment (\$1,000) - Title I</p>

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.

	X	1003(a)	X	1003(g)		
<b>Name of School 3:</b>	Lindenwood Elementary					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ 200,000.00	\$ 200,000.00	\$ 73,000.00	\$ 273,000.00	
2000- Personnel (Benefits)	\$ -	\$ 15,300.00	\$ 15,300.00	\$ 49,229.50	\$ 64,529.50	
3000- Purchased Services	\$ -	\$ 339,000.00	\$ 339,000.00	\$ 1,000.00	\$ 340,000.00	
4000 - Internal Services	\$ -	\$ 20,000.00	\$ 20,000.00	\$ 1,000.00	\$ 21,000.00	
5000- Other Charges	\$ -	\$ 101,734.27	\$ 101,734.27	\$ 1,000.00	\$ 102,734.27	
6000- Materials and Supplies	\$ -	\$ 40,000.00	\$ 40,000.00	\$ 1,000.00	\$ 41,000.00	
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total</b>	\$ -	\$ 716,034.27	\$ 716,034.27	\$ 126,229.50	\$ 842,263.77	
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.						
<b>Sample Entry</b>	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)					
<b>1000 - Personnel</b>						
<b>Other Expenses</b>	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)					
<b>Expenditure Codes</b>	<b>Budget Narrative</b>					

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

<p><b>1000 - Personnel</b></p>	<p>Indicators: TA02,I1-11 ~ Part-time teacher pay for instructional extended learning opportunities throughout the school year (\$200,000). Other Expenses TITLE I: Reading Interventionist (\$70,000) &amp; Parttime teachers (\$3,000)</p>
<p><b>2000- Personnel (Benefits)</b></p>	<p>SIG Funding will support the following: Part-Time Teacher Fringes: \$15,300 TITLE I FUNDS WILL COVER: Full-Time -- Fringes \$49,000 and Part-Time -- Social Security/Medicare \$229.50</p>
<p><b>3000- Purchased Services</b></p>	<p>Indicators: TAO 1 - 3, K2, K4, &amp; K5 ~ SIG Funding will support the following: External Lead Partner/Pearson \$301,000; Data Analysis Consultant \$5,000; Educational Consultants \$20,000, IXL Math \$2,000; iStation \$6,000; State Facilitator (\$3,000), Other services that support our school improvement efforts \$2,000. Other Expenses: Instructional Services (\$1,000) - Title I</p>
<p><b>4000 - Internal Services</b></p>	<p>Indicators: D3, K2, K6, &amp; J8 ~ SIG Funding will support the following: extended learning opportunities for students and parents (\$10,000) and Transportation for Extended Day Learning Opportunities \$10,000 (during the school year and summer) <span style="float: right;">Other</span> Expenses: Instructional Field Trips (\$1,000) - Title I</p>

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

<p><b>5000- Other Charges</b></p>	<p>Indicators: K2, K3, I4, I9 ~ SIG Funding will support the following: Outside Service provider for Professional Development Opportunities (\$25,000); National and State Level Conferences (\$20,000); VDOE Meetings for Priority Schools (\$5,000); Student and Teacher Incentives (\$15,000), Indirect Costs (\$36,734.27) TITLE I FUNDS WILL COVER: Professional Development Opportunities \$ 1,000</p>
<p><b>6000- Materials and Supplies</b></p>	<p>Indicators:K2, K6, &amp; K9 ~ SIG Funding will support the following: Office and Instructional Materials and Supplies \$40,000 TITLE I FUNDS WILL COVER: Instructional Materials and Supplies \$1,000</p>
<p><b>8000- Equipment Capital Outlay</b></p>	

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.

	X	1003(a)	X	1003(g)		
<b>Name of School 4:</b>	Tidewater Park Elementary					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ 200,000.00	\$ 200,000.00	\$ 100,000.00	\$ 300,000.00	
2000- Personnel (Benefits)	\$ -	\$ 15,300.00	\$ 15,300.00	\$ 35,000.00	\$ 50,300.00	
3000- Purchased Services	\$ -	\$ 295,900.00	\$ 295,900.00	\$ -	\$ 295,900.00	
4000 - Internal Services	\$ -	\$ 30,000.00	\$ 30,000.00	\$ -	\$ 30,000.00	
5000- Other Charges	\$ -	\$ 146,485.35	\$ 146,485.35	\$ -	\$ 146,485.35	
6000- Materials and Supplies	\$ -	\$ 60,000.00	\$ 60,000.00	\$ -	\$ 60,000.00	
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total</b>	\$ -	\$ 747,685.35	\$ 747,685.35	\$ 135,000.00	\$ 882,685.35	
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.						
<b>Sample Entry</b>	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)					
<b>1000 - Personnel</b>						
<b>Other Expenses</b>	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)					
<b>Expenditure Codes</b>	<b>Budget Narrative</b>					

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

<p><b>1000 - Personnel</b></p>	<p>Indicators: K6, K7, J3 TAO2 ~ Part-time teacher pay for instructional extended learning opportunities throughout the school year (\$200,000) Other Expenses: Title I Reading/Math Interventionists 50,000 X 2 = \$100,000</p>
<p><b>2000- Personnel (Benefits)</b></p>	<p>FICA to support part-time teacher pay (\$15,300) Other Expenses: fringes to support Title I full-time interventionists (\$35,000)</p>
<p><b>3000- Purchased Services</b></p>	<p>Indicators: TAO3 &amp; K3 ~\$3,000 for State Facilitator, \$277, 900 for Pearson (Lead Turnaround Partner), and other serv</p>
<p><b>4000 - Internal Services</b></p>	<p>Indicators: K2, K6, &amp; J8 ~ Instructional extended learning opportunities (\$30,000) - during the school year and summe</p>

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

<p><b>5000- Other Charges</b></p>	<p>Indicators: D3, I7, K2, &amp; K3 ~ Parent and Community Outreach (\$15,000) Student Incentives to support academia (\$25,000); conferences for staff, VDOE meetings for Turnaround Schools (\$80,000), Indirect Costs (\$26,485.35). Other Expenses - None</p>
<p><b>6000- Materials and Supplies</b></p>	<p>Indicators: K2, K6, &amp; K9 ~ Office Supplies (\$25,000); Instructional Materials &amp; Supplies (\$35,000) Other Expenses - None</p>
<p><b>8000- Equipment Capital Outlay</b></p>	

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.

	0	1003(a)	0	1003(g)		
Name of School 5:	0					
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	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total</b>	\$ -	\$ -	\$ -	\$ -	\$ -	
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.						
<b>Sample Entry</b>	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)					
<b>1000 - Personnel</b>	<b>Other Expenses</b> 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)					
<b>Expenditure Codes</b>	<b>Budget Narrative</b>					

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

<b>1000 - Personnel</b>	
<b>2000- Personnel (Benefits)</b>	
<b>3000- Purchased Services</b>	
<b>4000 - Internal Services</b>	

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

<b>5000- Other Charges</b>	
<b>6000- Materials and Supplies</b>	
<b>8000- Equipment Capital Outlay</b>	

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.

	0	1003(a)	0	1003(g)			
Name of School 6:	0						
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	\$ -	\$ -	\$ -	\$ -	\$ -		
<b>Total</b>	\$ -	\$ -	\$ -	\$ -	\$ -		
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.							
<b>Sample Entry</b>	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)						
<b>1000 - Personnel</b>							
	<b>Other Expenses</b> 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)						
<b>Expenditure Codes</b>	<b>Budget Narrative</b>						

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

<b>1000 - Personnel</b>	
<b>2000- Personnel (Benefits)</b>	
<b>3000- Purchased Services</b>	
<b>4000 - Internal Services</b>	

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

<b>5000- Other Charges</b>	
<b>6000- Materials and Supplies</b>	
<b>8000- Equipment Capital Outlay</b>	

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.

	0	1003(a)	0	1003(g)			
<b>Name of School 7:</b>	0						
<b>Expenditure Codes</b>	<b>Division-Level Expenses (Grant Funded)</b>	<b>School-Level Expenses (Grant Funded)</b>	<b>Total Expenses (Grant Funded)</b>	<b>Other Expenses</b>	<b>Total With Other Expenses</b>		
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<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>							
<b>Sample Entry</b>	<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>						
<b>1000 - Personnel</b>	<p><b>Other Expenses</b> 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>						
<b>Expenditure Codes</b>	<b>Budget Narrative</b>						

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

<b>1000 - Personnel</b>	
<b>2000- Personnel (Benefits)</b>	
<b>3000- Purchased Services</b>	
<b>4000 - Internal Services</b>	

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

<b>5000- Other Charges</b>	
<b>6000- Materials and Supplies</b>	
<b>8000- Equipment Capital Outlay</b>	

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.

	0	1003(a)	0	1003(g)		
<b>Name of School 8:</b>	0					
<b>Expenditure Codes</b>	<b>Division-Level Expenses (Grant Funded)</b>	<b>School-Level Expenses (Grant Funded)</b>	<b>Total Expenses (Grant Funded)</b>	<b>Other Expenses</b>	<b>Total With Other Expenses</b>	
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -	
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total</b>	\$ -	\$ -	\$ -	\$ -	\$ -	

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.

<b>Sample Entry</b>	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)
<b>1000 - Personnel</b>	
	<b>Other Expenses</b>
	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)
<b>Expenditure Codes</b>	<b>Budget Narrative</b>

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

<b>1000 - Personnel</b>	
<b>2000- Personnel (Benefits)</b>	
<b>3000- Purchased Services</b>	
<b>4000 - Internal Services</b>	

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

<b>5000- Other Charges</b>	
<b>6000- Materials and Supplies</b>	
<b>8000- Equipment Capital Outlay</b>	

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	\$ -	\$ 700,000.00	\$ 700,000.00	\$ 336,600.00	\$ 1,036,600.00
2000- Personnel (Benefits)	\$ -	\$ 53,550.00	\$ 53,550.00	\$ 101,729.50	\$ 155,279.50
3000- Purchased Services	\$ -	\$ 1,208,350.00	\$ 1,208,350.00	\$ 21,000.00	\$ 1,229,350.00
4000 - Internal Services	\$ -	\$ 96,500.00	\$ 96,500.00	\$ 37,500.00	\$ 134,000.00
5000- Other Charges	\$ -	\$ 388,884.62	\$ 388,884.62	\$ 31,500.00	\$ 420,384.62
6000- Materials and Supplies	\$ -	\$ 360,000.00	\$ 360,000.00	\$ 119,000.00	\$ 479,000.00
8000- Equipment Capital Outlay	\$ -	\$ 125,000.00	\$ 125,000.00	\$ 144,416.00	\$ 269,416.00
<b>Total</b>	\$ -	\$ 2,932,284.62	\$ 2,932,284.62	\$ 791,745.50	\$ 3,724,030.12
<b>Summary Year 2</b>					
		<b>All Schools</b>			
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ 700,000.00	\$ 700,000.00	\$ 336,600.00	\$ 1,036,600.00
2000- Personnel (Benefits)	\$ -	\$ 53,550.00	\$ 53,550.00	\$ 101,729.50	\$ 155,279.50
3000- Purchased Services	\$ -	\$ 1,208,350.00	\$ 1,208,350.00	\$ 21,000.00	\$ 1,229,350.00
4000 - Internal Services	\$ -	\$ 96,500.00	\$ 96,500.00	\$ 37,500.00	\$ 134,000.00
5000- Other Charges	\$ -	\$ 388,884.62	\$ 388,884.62	\$ 2,000.00	\$ 390,884.62
6000- Materials and Supplies	\$ -	\$ 360,000.00	\$ 360,000.00	\$ 2,000.00	\$ 362,000.00
8000- Equipment Capital Outlay	\$ -	\$ 125,000.00	\$ 125,000.00	\$ 1,000.00	\$ 126,000.00
<b>Total</b>	\$ -	\$ 2,932,284.62	\$ 2,932,284.62	\$ 501,829.50	\$ 3,434,114.12
<b>Summary Year 1-2</b>					
		<b>All Schools</b>			
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ 1,400,000.00	\$ 1,400,000.00	\$ 673,200.00	\$ 2,073,200.00
2000- Personnel (Benefits)	\$ -	\$ 107,100.00	\$ 107,100.00	\$ 203,459.00	\$ 310,559.00
3000- Purchased Services	\$ -	\$ 2,416,700.00	\$ 2,416,700.00	\$ 42,000.00	\$ 2,458,700.00
4000 - Internal Services	\$ -	\$ 193,000.00	\$ 193,000.00	\$ 75,000.00	\$ 268,000.00
5000- Other Charges	\$ -	\$ 777,769.24	\$ 777,769.24	\$ 33,500.00	\$ 811,269.24
6000- Materials and Supplies	\$ -	\$ 720,000.00	\$ 720,000.00	\$ 121,000.00	\$ 841,000.00
8000- Equipment Capital Outlay	\$ -	\$ 250,000.00	\$ 250,000.00	\$ 145,416.00	\$ 395,416.00
<b>Total</b>	\$ -	\$ 5,864,569.24	\$ 5,864,569.24	\$ 1,293,575.00	\$ 7,158,144.24

## 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><b>Assurances:</b> 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"> <li>• 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;</li> <li>• 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;</li> <li>• redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;</li> <li>• 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;</li> <li>• using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;</li> <li>• 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</li> <li>• providing ongoing mechanisms for family and community engagement.</li> </ul>
<p>3. Uses <i>Indistar</i>™, an online school improvement tool;</p>
<ul style="list-style-type: none"> <li>• Establishes annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;</li> <li>• Collects meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;</li> <li>• Sets leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually;</li> <li>• 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;</li> </ul>
<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: <a href="http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml">http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml</a>). 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). (<a href="http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml">http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml</a>)</p> <p>Data points should include, at minimum:</p> <ul style="list-style-type: none"><li>- Student attendance by student</li><li>- Teacher attendance</li><li>- Benchmark results</li><li>- Reading and mathematics grades</li><li>- Student discipline</li><li>- Phonological Awareness Literacy Screening (PALS) data (Fall and Spring)</li><li>- World-Class Instructional Design and Assessment (WIDA) data for English Language Learners (ELLs)</li><li>- Student transfer data</li><li>- Student intervention participation by intervention type</li><li>- Other indicators, if needed</li></ul>
<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"><li>• review each school's improvement plan,</li><li>• ensure documentation of division support is evidenced in the school's plan</li><li>• meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report</li><li>• assist in updating the school's plan to evidence the division's support of actions developed from analysis of data</li></ul>
<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: