

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.
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<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
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[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	Northampton
Contact	Annette Gray
Address Line 1	7207 Young Street
Address Line 2	
City, VA, zipcode	Machipongo, VA 23405
Email Address	agray@ncpsk12.com
Telephone Number	757-678-5151 (2003)

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

School 1 Name	Northampton High School	Indicate which model the school has chosen with an X.					
Principal Name	Alvin Coleman	1	<input type="checkbox"/>	USED School Turnaround			
Address Line 1	P.O Box 38	2	<input checked="" type="checkbox"/>	USED Transformation Model			
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model			
City, VA, zipcode	Eastville, VA 23347	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	acoleman@ncpsk12.com		<input type="checkbox"/>	<b>1003(a)</b>			
Telephone Number	757-678-5151 (4100)		<input checked="" type="checkbox"/>	<b>1003(g)</b>			
NCES ID #:	5.10271E+11	Indicate this school's cohort with an X.					
NCES ID Link:	<a href="http://nces.ed.gov/ccd/schoolsearch/">http://nces.ed.gov/ccd/schoolsearch/</a>	<input type="checkbox"/>	Cohort I	<input type="checkbox"/>	Cohort II	<input type="checkbox"/>	Cohort III
		Indicate this school's tier with an X.					
		<input type="checkbox"/>	Tier I	<input type="checkbox"/>	Tier II	<input type="checkbox"/>	Tier III

School 2 Name	Kiptopeke Elementary School	Indicate which model the school has chosen with an X.			
Principal Name	Subrina Parker	1	<input type="checkbox"/>	USED School Turnaround	
Address Line 1	24023 Fairview Road	2	<input checked="" type="checkbox"/>	USED Transformation Model	
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode	Cape Charles, VA 23310-2153	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	sparker@ncpsk12.com		<input type="checkbox"/>	<b>1003(a)</b>	
Telephone Number	757-678-5151 (6100)		<input checked="" type="checkbox"/>	<b>1003(g)</b>	
NCES ID #:	5.10271E+11				

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

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

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

Tab 1: Priority School Information

School 5 Name		Indicate which model the school has chosen with an X.			
Principal Name		1	<input type="checkbox"/>	USED School Turnaround	
Address Line 1		2	<input type="checkbox"/>	USED Transformation Model	
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode					
Email Address		Indicate the source(s) of funding for which the school is eligible, and that you h			
Telephone Number			<input type="checkbox"/>	<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

<b>School 1 Name:</b>	Northampton High School
<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>(G2) By November 6, 2013 and based on the S 2012-2013 SOL data, the administrative team and teachers will develop school improvement and student learning goals in mathematics and English/reading for the 2013-2014 school year.</p> <p>(K2) The administrative staff at NHS will focus on building the instructional capacity of teachers by conducting classroom observations and walk through observations of classrooms. By September 30th, 100% of teachers at Northampton High School will receive an informal observation and be given constructive feedback regarding this visit.</p> <p>(K2) Beginning September 3, 2013, 100% of teachers at NHS will utilize effective lessons aligned to the division's curriculum and the state's curriculum framework that meets students needs.</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>The general school climate has changed in a positive direction. Partial evidence is link to the number of teachers who are returning this year. The first phase of strategies to maintain a positive climate with our new teachers was linked to my monthly meetings with new teachers to the building. The communication with my new teachers allowed me to address problems before they became larger than life. My new teachers stated that this showed that I was there to support them even if I could not solve all problems</p> <p>The most successful strategies used throughout the building were: the rewarding and recognizing of students for displaying positive behavior, improving their academic performance (grades), reducing their discipline referrals to the office, and for completing special projects assigned by the teachers and the principal. I instituted the slogan which I stated daily over the PA system, "It is ok to be Smart!" This slogan was intended to encourage our students to take ownership of their learning and to have pride in their building. Our students also created their own student pledge. The pledge is read each morning on the PA system.</p> <p>We established a Community Code for the school. The Community Codes defines a set of expectation for all people in the building, from students, to teachers, classroom aides, visitors and principals, and all areas of the building. It calls</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>The community codes did not have the impact that was expected. I believe it was due to the time we implemented the codes. For the school year 2013-2014, we will implement the codes at the beginning of school.</p> <p>The discipline codes were not implemented in a consistent manner. This is another strategy that will be implemented consistent from the first day of school. We will address the dress code, disruption in class, disrespect, and defiance in</p>
<p><b>PROCESS STEPS / ATMOSPHERE OF CHANGE</b></p> <p>1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders?</p> <p>b. How are decisions communicated with all staff and/or stakeholders?</p>	<p>The school decision-making process begins with the School Leadership Team. This school year, the team moved from a monthly meeting to weekly meetings in order to facilitate and be better intergrated into the school decision making process. Agendas are distributed several days in advance so that team members can prepare comments and thoughts to be shared at the meeting. Agenda items that are critical in the decision making process for the school are started at SIP Team meetings, and then grade level leadership team members take the information back to their departments for discussion. Final decisions are never reached by voting, but by consensus.</p> <p>When an agenda item is initiated during a School Leadership meeting and is a high or low priority, it is sent back for staff comments through the department chairs. Some items are discussed at a faculty meeting, and those that involve the community are sent home through the school news letter. Agenda items that are initiated from the staff are discussed at the Leadership Team meeting, and then grade level leadership team members take the information or decision back. The Leadership team never reaches a decision by voting, only by consensus.</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>Several strategies are used to divide responsibilities among the team leaders. In some cases responsibilities are given to the instructional leaders to take back to their department and reported on at the next SIP/Leadership meeting. Responsibilities related to the school improvement process and the tasks appearing in Indistar are assigned to team members randomly based on teacher expertise, interest and level of comfort. Team members can volunteer to</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 or practices are monitored weekly through the school improvement process. The administrative staff monitors teacher performance and student performance through benchmark assessments, MAP assessments, ARDT administrations, classroom grades and other educational assessment tools. As it is determined that new strategies are not working, problem solving discussion are had through our weekly school improvement meetings, through our weekly data meetings and through PLC meetings. If additional support is needed to implement strategies with fidelity, additional resources and consultants are used to provide professional development. If progress is still not</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>Students' initial tier placement is monitored during weekly grade 7, 8, and 9 RTI data team meetings. All Tier 3 and Tier 2 students are reviewed in data meetings using the TIDS document. Multiple data points are used to determine a student's progress and intervention needs. Data points include ARDT, SOLs, benchmarks, MAP test results, WIDA scores, Otis Lennon SAI, grades, AIMSweb progress monitoring, and data from computer-based intervention programs including Accelerated Reader, Read 180, and I Can Learn Math.</p> <p>In grades 10-12, the screening for skill deficits are conducted by the classroom teacher. Subject area departments meet weekly and are responsible for monitoring student progress at regular intervals. Interventions beyond the typical instructional programs are expected to be implemented and monitored using a Correction Action Plan. Teachers maintain a Corrective Action Plan to monitor students' progress and determine individual and whole group remediation needs. Students in grades 10-11 are tiered based on their performance on SOL assessments, their class grades and their reading levels. Students in grade 12 are tiered based on their classification as a term grad.</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>Based on the observation of teacher behaviors, differentiating learning for students in general continues to be a struggle. Teachers tend to provide extension exercises to students and/or provide an additional activity for tier 1 students to engage in. Differentiation in practice will continue to be an area of focus this year. While some of our teachers provide different paths to learning, others still teach to the middle and provide only a single avenue for learning. In their daily lesson plans, teachers are required to document how they differentiate content, process, product, and/or environment for prerequisite, target, and enhanced groups, as well as any differentiated strategies used in the whole-group setting. Professional development on the four domains of differentiation was previously</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>	<ul style="list-style-type: none"> <li>o Teachers measure student growth by setting student academic goals, aligned to meaningful standards.</li> <li>o Evaluators confer with teachers to establish each goal's degree of ambition and select the appropriate assessments for measuring progress against the goals.</li> <li>o Teacher evaluation is based on students' progress on the established goals, as determined by an end-of-the-year evaluator review of the pre-determined assessments and their results.</li> <li>o Student learning is measured through the evaluator's assessment of the extent to which a teacher's students have mastered or made growth toward specific standards, as indicated by performance on multiple assessments.</li> <li>o Teachers track student performance over time, and evaluators review ongoing student work and make judgments using a rubric.</li> </ul>

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>We have some community support in our effort in school improvement. From the faith-base community, local college, volunteer groups, and some parents have shown their support. Some of the major hurdles are staff members who give the wrong information to the community and parents who accept information without coming to the building. One of the six barriers in the building is parent involvement. Our news letter is used on a monthly basic to allow the community to know what is going on in the building. Presently, FONZY, PTSA, AME Missionary and various Baptist churches are involved with school improvement. In our news letter, mass calling, and one-to-one conversation has not produce a parent on our SIP/Leadership team. However, the groups mention above has</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>The following external partners have been hired to assist the high school in its school improvement efforts:</p> <ul style="list-style-type: none"> <li>• Edison Learning – who will provide specialists in the area of reading and math to support students and teachers in the process of improving outcomes for all students.</li> <li>• Bliss Inc. – who will provide support with the creation of a rigorous curriculum for high school math courses. She will also provide professional development to assist teachers in the instructional delivery of math content.</li> <li>• Staff Developers – who will provide professional development on the following topics: Instructional Strategies for Students From Low Socio Backgrounds, Rigor and Relevance, Feedback, Student Engagement and Formative Assessment.</li> <li>• Educate Online – who will provide individual remediation to term grads and other students who are struggling to</li> </ul>
<p>3. In what ways are parents involved in the school's improvement efforts and their children's education?</p>	<p>During the 2012-2013 school year, parents were invited to attend one school improvement meeting during the school year. Topics during this meeting were designed to be generic enough as not to identify specific students. Very few parents took advantage of this opportunity. Parental involvement is a struggle in the building, and we are working through the news letter and communication with parents when they are in the building. The mission of the administrative staff is to not allow a parent to leave the building without being helped or assist in a positive manner.</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>Teachers are assigned to positions within the school based on their certification and endorsements. When multiple teachers hold the same endorsements and certification, they are asked to identify their preferred grade level to teach. Based on their preference and vacancies, teachers are given their teaching assignments. All teachers must be license in the content area they are assigned to teach. Through the interview process we look at what grades or subject teachers are skilled for in the building. In some cases teachers are moved if they are not able to teach the rigor needed to be successful on their State and local benchmark test.</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>The first phase of the teacher evaluation system was introduced at the first faculty meeting in August. At that time I gave each teacher a copy of the evaluation system to read and ask questions at the professional developments that were planned for the month of September and October. A schedule was sent out to inform the staff of the dates of each professional development. The building principal at each scheduled professional development discussed two standards in detail. Case studies were created and discussed to allow teachers to comment and ask questions of how a teacher would receive a rating during an observation in the classroom. The last two workshops focus on the</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>(a) While we pause monthly to celebrate our teachers for an outstanding deed, at the present time, we have not received growth information on students for this school year to identify teachers who have shown high growth in his or her students. The graduation rate was much improved based on the efforts of the graduation coach and as a result, he was given special recognition for his efforts. The teachers who are a part of the graduation committee has done an excellent job in identifying and looking for students who have dropped out of school for any reason. When the final results of the data is examine, the building principal is planning a celebration for the staff during the first month of school.</p> <p>(b) The teacher evaluation process is used to identify teachers who need support. Teacher observations and walk through observations are conducted of all teachers beginning the first week of school. The data generated from these observations are used to identify teachers who require support. Teachers who require supports are placed on teacher improvement plans and monitored throughout the school year. PD 360 is used to provide the additional training and professional development to teachers who are struggling.</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 Northampton County Public Schools Superintendent. He called me in and went over each of the seven strands of the new evaluation system. He explained what things I needed to do for improvement and strands that he felt I was on target with in the building.</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 relationships are well, and the team functions together as a unit. For the school year 2013-2014, I am reducing the number of teachers on the committee, the strand leaders will monitor the indicators each marking period, minutes will be written during the meeting, and we will update our indicator on the 2nd Tuesday of each month.</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>Shared decision making is the process we use to provide an opportunity for members of our school community to collaborate in solving problems, defining a course of action, and shaping direction for the school. As our goal is to enhance student achievement through both improvement of the instructional program and delivery of support services we feel that this cannot happen if everyone is not involved. Employees, students, and the community are surveyed periodically to help make better decisions on matters related to the school.</p> <p>The process of shared decision making is performed through the SIP/Leadership Team and the Administrative Team meetings on a weekly basic.</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 six major barriers that still exist</p> <ul style="list-style-type: none"> <li>a) Perception in the community regarding discipline</li> <li>b) Lack of parental involvement</li> <li>c) Inability among some staff to build a positive relationship</li> <li>d) Ineffective staff member</li> <li>e) Lack of a sense of urgency among stake holder</li> </ul> <p>Getting students to “buy-in” for extended instructional opportunities</p> <p>To remove barriers "a", "b" and "e" listed above, a more deliberate plan for communication must be developed to keep all stakeholders informed about the school improvement process, the steps being taken to improve outcomes</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?</p> <p>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 services should be maintained after federal funds and supports end: weekly data meetings, weekly professional developments, CLT, School Improvement Leadership meetings and weekly administration meetings with building and division personnel. The school will prepare for the phase out of funds, supports and services by placing strong emphasis on the services mention above. Use those services to maintain good instruction and learning in the building. The district will continue to ensure that the processes and procedures put in place for the monitoring of classroom instruction, for the monitoring and maintenance of curriculu alignment and the remediation of students are fully implemented.</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>Support staff in the area of intervention and remediation</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>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>The school year totaled 182 school days for a total of 1,154 hours and 6 minutes which totals 69,226 minutes. The 2013-2014 school year will retain the current number of school days and total minutes for the school year of 69,226 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>Reading Data Analysis - A comparative analysis of the Reading SOL scores for Northampton High School shows that the EOC English students clearly out perform students in grades 7 and 8. The pass rates for EOC for the past three years are: 95%, 88% and 83%. The pass rates for grade 8 students are: 83%, 78% and 49%. The pass rate for grade 7 students are: 75% and 49%. 7th grade students have only been at the high school for 2 years. The performance of the 7th and 8th grade students dropped significantly from 2011-2012 to 2012-13.</b></p> <p><b>An analysis of the individual categorical performance of students on the SOL assessment for Reading in grade 8 shows that 46% of students demonstrates difficulty with comprehending fictional texts, while 37% of 7th grade students demonstrate difficulty with this skill and 32% of EOC students struggle with this skill. The skill of comprehending nonfictional text is problematic for 48.7% of 8th grade students; 39.5% of 7th grade students and 24.5% of EOC students. The use of word analysis strategies and word reference materials presented difficulty for 51% of 8th grade students, 54.8% of 7th grade students and 35.8% of EOC students.</b></p> <p><b>In the subject area of writing, 53.4% of the students in grade 8 struggled with editing for correct use of language, capitalization, punctuation and spelling, while only 22.2% of the EOC students struggled with this same skill. 58.5% of grade 8 students struggled with research, plan, compose, and revise for a variety of purposes; 16.7% of EOC students struggled with this skill.</b></p> <p><b>Math Data Analysis - A comparative analysis of the Math SOL performance for students at Northampton High School shows that all EOC math classes out performed the 7th and 8th grade classes. The pass rates for Algebra 1 for the past three years are: 88%, 70%, and 54%. The pass rates for Geometry for the past three years are: 86%, 57% and 74%. The pass rates for Algebra II are: 94%, 60% and 65%. There are only minor differences between the performance rate of the 7th grade students when compared to the 8th grade students.</b></p> <p><b>An analysis of the categorical performance of grades 8 and 7 students show that the 7th grade students out performed the 8th grade students in all categories: Measurement and Geometry - Gr 8 - 86% of students struggled.</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>Northampton High School has two buildings. The main building is 110, 432 square feet. The original building was built in 1955 and was remodeled in 1977 when an additional section was added. The additional section houses the main office, the gym with seating capacity of approximately 1,500, a mini gym, 10 classrooms, a weight-room, an athletic storage area, and a media center. Also in the main building are four restrooms (two male and two female), two locker rooms: a male and female locker room with offices for the coaches.</b></p> <p><b>In 2008, structural renovations were made to stabilize the walls in the original part of the building. There are 24 classrooms that were originally remodeled in 1977 and again in 2008. The original auditorium still exists and seats approximately 500 people. The old cafeteria was split and converted to a band room with several practice rooms and a chorus room. The chorus room was later converted to a satellite YMCA fitness center.</b></p>

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<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p><b>Northampton High School has wireless internet capability in all parts of the building. There are over 150 desktop computers in the building and eight laptop carts to be used by departments. Each cart has 30 computers for an additional 240 computers; 2 IStation carts (60 computers); 6 carts for classes participating in paperless classroom (180 computers). Each teacher was issued a laptop. Each has a LCD projector for use in their room. Elmo's and overhead projectors are issued to all teachers. All lassrooms are equiped with Promethean boards. There are three portable smart-boards for checkout from the library. There are clickers available for use and a host of digital recorders and cameras.</b></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	58	97%
Teachers (not highly qualified)	2	3%
Teachers with less than 3 years in grade/subject	18	30%
Number of teachers with a provisional license	11	18%

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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)		# Years	#Instructional Staff
		1	20
		2	3
		3	2
		4	6
		5	2
		6	2
Sample:		7	1
Yrs	#Instructional Staff	8	3
0	1	9	2
1	6	10	1
2	4...	12	1
		13	1
		14	2
		15	3
		16	2
		22	1
		23	1
		25	1
		26	1
		27	1
		28	1
		29	2
		41	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.	The division has implemented a process of weekly meetings held with the administrative team and our lead turnaround partner at the school. These meetings will begin during the second week of September and will continue into the second week of June 2014. The agenda for these meetings will include such topics as: 1) Review of Student Achievement Data; 2) A Discussion of Student Interventions Implemented based on Student Data (Using the Intervention Tracking Form); 3) Discussions about Teacher Instructional Observations/Lesson Plans/Concerns; 4) Instructional Walks. As well, a division representative will sit on the school's school improvement team at its weekly meetings.
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	N/A
3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.	<p>MATH -</p> <p>1) Students taking the grade 7 and the grade 8 Math SOL assessments will pass at a rate of 70% when administered the 2013-2014 Spring assessment.</p> <p>2) When administering the 2013-2014 Algebra 1 spring assessment, students taking the assessment will pass at a rate of 71% or higher.</p> <p>3) When administering the 2013-2014 Algebra II SOL assessment, students will pass at a rate of 70% or higher.</p> <p>4) When administering the 2013-2014 Geometry SOL spring assessment, students taking the assessment will pass at a rate of 80%.</p> <p>READING -</p> <p>1) Students taking the grade 7 and grade 8 Spring 2013-2014 English Reading SOL will pass at a rate of 85%.</p> <p>2) Students taking the grade 8 Spring 2013-2014 Writing assessment will pass at a rate of 85%. 3)</p>
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	It is my opinion that the division will continue to support and serve its priority schools in the same manner it has established during the time in which the school was funded and supported by the state. The attempts to realign other federal funding to support the needs of the students and the building will continue. The processes and procedures established to ensure that curriculum is aligned to state standards, that instruction presented to students is aligned to the division's curriculum and state standards, and that teacher performance in the delivery of instructional content is monitored often and consistently will continue.

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	

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<b>School 2 Name:</b>	Kiptopeke Elementary School
<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>Smart Goal #1 By June 2014, the Multi-Disciplinary, Literacy, and Math teams will focus on increasing the performance of student academic achievement in the areas of math and reading as evidenced by 75% of students in grades 3-6 showing proficient or advanced mastery as defined by the Virginia Reading SOL test and 70% of students in grades 3-6 showing proficient or advanced mastery as defined by the Virginia Mathematics SOL test.</p> <p>Objective Restructure the weekly data team to assume the roles and responsibilities of a multi-disciplinary team to focus on literacy and math research based interventions for target students. Implement math and literacy teams which represent all grade levels PK-6. These teams will meet monthly with a focus on vertical planning and alignment. These team will be led by our turnaround partner Edisonlearning.</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>(a) At the beginning of the school year the staff was very upbeat and excited about the new year and a new administrator. Very early in the school year the climate turned negative. The staff morale shifted to extremely low. The leadership style of the principal created confusion, uncertainty, and discourse with parents and staff. As the administrative made the decision to leave the division, the morale of the school began to shift to the positive. Staff were given definitive guidance and support and as a result, the climate and the morale of staff began to shift.</p> <p>(b) The most successful strategy used to change the school's climate was the decision of the principal to resign. The school implemented the teacher of the month recognition which was planned to begin earlier during the school year. The school as a unit nominated a teacher of the year they felt was worthy of the recognition. The Parent room was fully supported which re-engaged parents to the school.</p> <p>(c) The new principal introduced to the school provided solid strategies that were proven to turn the performance of low performing schools, but the methods used to communicate and bring the staff on board with fully implementing these strategies proved to be quite ineffective. Her communication skills and how she dealt with staff were taken very negatively. New principal was not willing to listen to strategies and practices that were working in the school prior to her arrival. The momentum that had been built during the 2011-12 school year was totally lost within 2 months.</p>

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<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>With the resignation of the previous principal and the hiring of the new leadership , there are no anticipated or projected barriers. The new leadership has been in division working with teachers and students for several years.</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>(a) To solicit input from the school staff and other stakeholders, the school's leadership team surveys staff, parents and other community members through surveys created in Survey Monkey. Input is solicited from staff through email correspondences, grade level team meetings, faculty meetings and PLC meetings. Input is sought in a variety of ways: surveys on website, emails, discussions, etc. (b) Decisions are communicated with all staff through the grade level representative who sits on the SIP team. This representative is responsible for communicating to the grade level team the discussions from the school improvement meeting. SIP team members take information shared during the school improvement meeting back to their grade level team. SIP team has a segment built into agenda called "Take it Back". This is reviewed at the end of the meeting to ensure anything decided at meeting or any questions that need to be taken back to staff is clarified. As well, each staff member received minutes from all school improvement meetings. The minutes for all school improvement meeting are placed on the school's webpage for parent access. As well, school improvement news is</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>Task and indicators are divided up at SIP meetings first through a volunteer basis. If there are no volunteers, they are assigned based on strengths of team members. Team members are required to report and update in Indistar progress being made with all indicators.</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>Data around strategies and practices is first reviewed at Data meetings during Tiered Intervention Data Summary meetings. Data surrounding practices that are working or not working is brought in front of SIP team. Data is also presented to Central Office administrative team during weekly administrative team meetings. Decisions about ending strategies are proposed by SIP team and finalized by administrative team.</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>Students are screened using NWEA MAP assessments in reading, math, and language arts. Other data sources such as PALS for K-2 and SOL results for grades 3-6 are utilized to identify students needing supports. Tiered students are presented to grade level teams for the final determination. Students are then placed in appropriate tiers on the data wall in the data room. Teachers record students names on Tiered data form.</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. In reading, students receive guided reading group on their instructional level. Homework was differentiated this year in most grade levels in the areas of reading and math. In math, teachers utilized pre-assessment data to group students for small group instruction. This has been more of a strength in previous years and we need to get back to utilizing pre-assessments in classes. b. Teachers use formative assessment strategies as instructional content is being delivered to students to determine content students are struggling with. Both the teacher and the student use formative assessment results to make decisions about what actions to take to promote further learning. The most common formative assessment strategy</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>At the beginning of the school year, all teachers were required to set student academic goals based on SOL assessment data. To assist in determining if students were on track to meet the goal set by the teacher, students were required to maintain data notebooks. Data notebooks were fully implemented by the 2nd semester. Students set goals based on benchmark goals, classroom tests, and MAP data. The 6th grade math and social studies teachers utilized student goal setting and had wonderful results. During the 2013-14 school year, all teachers will implement student data notebooks beginning in September. The goals set by students will assist teachers in tracking whether they are on target to meet the goal set by the teacher.</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>This school year saw more family events in the evening than any previous year with significant attendance. The Title I Family Team and Student and Family Supports team are dedicated to getting more parents involved in the school. Northampton Education Foundation implemented a PreK Parenting University to assist rising PreK families with orientation to the school and what they can do at home to help their children. A community group of retired teachers and business persons (Fonzy) also provided support to the public schools.</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>The following external partners have been hired to assist the elementary school in its school improvement efforts:</p> <ul style="list-style-type: none"> <li>• Edison Learning – who will provide specialists in the area of reading and math to support students and teachers in the process of improving outcomes for all students.</li> <li>• Bliss Inc. – who will provide support with the creation of a rigorous curriculum for high school math courses. She will also provide professional development to assist teachers in the instructional delivery of math content.</li> <li>• Staff Developers – who will provide professional development on the following topics: Instructional Strategies for Students From Low Socio Backgrounds, Collaborative Planning, Marzano Strategies, Feedback, Student Engagement and Formative Assessment.</li> </ul>
<p>3. In what ways are parents involved in the school's improvement efforts and their children's education?</p>	<p>Parents are members of the Title I Parent Involvement committee. Parents and community members are invited to SIP meetings once a month. One parent has attended on a regular basis.</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>Teachers are assigned to positions within the school based on their certification and endorsements. When multiple teachers hold the same endorsements and certification, they are asked to identify their preferred grade level to teach. Based on their preference and vacancies, teachers are given their teaching assignments. All teachers must be license in the content area they are assigned to teach. Through the interview process we look at what grades or subject teachers are skilled for in the building. In some cases teachers are moved if they are not able to teach the rigor needed to be successful on their State and local benchmark test. Data is reviewed at the end of the year. Teachers are matched with their strengths. Administration meets with staff members and discusses appropriate placements.</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>The division's teacher evaluation system has been fully implemented for about 2 years now. Administrators were introduced to the new evaluation system. Several administrators participated with the team who refined the new evaluation system for Northampton. Each teacher received a copy of the evaluation handbook Professional development was provided by both the principal and the assistant superintendent. All teachers are evaluated using the 7 standards of the teacher evaluation system. The school system utilizes PD360 observation for teacher evaluation needs. At the beginning of every year, the evaluation system for teachers is reviewed as part of the</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) Teachers are recognized and rewarded by their peers at monthly staff meetings. Teacher of the Month is posted in the main lobby so the entire school community can celebrate the teacher. Staff members who have increased student achievement are recognized in public forums such as PTA meetings, awards ceremonies, and School Board meetings. Teachers needing support are identified via walk-throughs, observations, lesson plans, and student academic data.</p> <p>(b) The teacher evaluation process is used to identify teachers who need support. Teacher observations and walk through observations are conducted of all teachers beginning the first week of school. The data generated from these observations are used to identify teachers who require support. Teachers who require supports are placed on teacher improvement plans and monitored throughout the school year. PD 360 is used to provide the additional training and professional development to teachers who are struggling.</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 superintendent. This evaluation process is a 3 part process. Principals receive a mid-year review where strengths and weaknesses are identified. Teachers are given a survey to respond to and finally the principal receives his/her final evaluation at the end of the year. Again areas of strengths and weaknesses are identified. If a professional plan for improvement is needed one is created.</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 state facilitator spent significant time with the principal exclusively. Little time was spent with the assistant principal. Nor was the assistant principal included in many meetings held between the state facilitator and the principal. This relationship could have been improved, by including the assistant principal in the weekly discussions and meetings held with the state facilitator. Weekly meetings with the lead turn around partners occurred throughout the school year. The internal lead and building administration met weekly with the superintendent and had ongoing conversations.</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>Shared decision making is the process we use to provide an opportunity for members of our school community to collaborate in solving problems, defining a course of action, and shaping direction for the school. As our goal is to enhance student achievement through both improvement of the instructional program and delivery of support services we feel that this cannot happen if everyone is not involved. Employees, students, and the community are surveyed periodically to help make better decisions on matters related to the school.</p> <p>The process of shared decision making is performed through the SIP/Leadership Team and the Administrative Team meetings on a weekly basic. All decision making regarding matters of school improvement was discussed at weekly administrative meetings with central office personnel present.</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 of the main barriers that still exist to support the school is succeeding is the alarmingly high rate of constant teacher turnovers. One of the main reasons for the lack of retention of new innovating as well as highly qualified teachers is the frustration from salary and/or lack of financial support. For many teachers the cost of expense-to-salary ratio is too low and is cause for concern. Improving compensation could increase the number of qualified teachers that we retain.</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>There are a number of practices that have been implemented during the school improvement process that will be maintained once funding ceases. A few of these practices are: 1) the formalized processes and protocols established for meetings to include school improvement meetings and data meetings, 2) the continuation of weekly administration meetings with central administration, 3) the continuaiton of weekly professional development meetings held in small learning communities, 4) our parental outreach and parent involment in the school improvement process, and 5) the monitoring of student progress and interventions initiated for student improvement. (B) The district will continue to ensure that the processes and procedures established for the monitoring of classroom instruction, the monitoring and maintenance of curriculum alignment and the remediation of students are fully implemented. As funding ends, the division will seek to realign other federal funds to support priority schools.</p>

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<p>2. What supports from the state would be the most helpful as these federal funds end?</p>	<p>Professional development, trainings, workshops, and resources sponsored by the Virginia Department of Education would continue to be helpful even after funds have ended.</p>
<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>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>The school year totaled 182 school days for a total of 1,154 hours and 6 minutes which totals 69,226 minutes. The 2013-2014 school year will retain the current number of school days and total minutes for the school year of 69,226 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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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>ENGLISH - An analysis of the SOL performance data for students in grades 3 - 6 shows inconsistent performance among the grades. Grade 6 leads in out-performing all other grades during the 2011 and 2012 school years. Their scores reflect the following performance rate over 3-years: 69%, 90%, and 68%. Grade 5 maintained consistent academic performances from 2010 to 2011, but dropped significantly during this current school year (81%, 82%, 53%). Grade 4 Reading performances were maintained in the 70 range until it dipped this year to 45% (72%, 70%,45%). The performance of Grade students are consistently in the 60's (65%, 62%, 63%).</b></p> <p><b>A review of the categorical performance of students in grades 3-6 shows that 36.8% of grade 3 students demonstrated difficulty with the Comprehension of Fictional Texts; 52.2% of 4th grade students demonstrated difficulty with this skill; 38% of 5th grade students struggled with comprehension of fictional texts and 43.3% of 6th grade students struggled. 33.8% of students struggled with the Comprehension of Nonfictional Texts in grade 3; 50.4% of 4th grade students struggled with comprehending nonfiction texts, 41.5% of 5th grade students struggled with this skill and 35.8% of students in grade 6 struggled with comprehending nonfictional texts. The performance category of Using Word Analysis Strategies and Word Reference Materials shows that 33.1% of grade 3 students struggled with this skill; 48.7% of grade 4 students struggle; 33.1% of grade 5 students struggle and 25% of grad 6 students struggled with word analysis strategies and word reference materials.</b></p> <p><b>MATH - An analysis of the SOL performance data for students in grades 3 – 6 shows that there is little variance between the performance of students in grades 3 (70%, 40%, 46%) and 4 (78%, 49%, 48%). The performance of students in grade 5 (73%, 79%, 43%) and grade 6 (56%, 69%, 84%) varies from year to the next. Current performance scores show that grade 6 out-performed all other grades.</b></p> <p><b>An analysis of the categorical performance of students in grades 3, 4, 5 and 6 shows that in the category of Computation and Estimation, 48% of 3rd grade students; 44.9% of 4th grade students; 42% of 5th grade students and 38% of 6th grade students struggled with this concept. In the category of Measurement and Geometry 45.8%</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>Kiptopeke Elementary School was opened in 1993. It has 31 interior classrooms with an exterior modular unit added in 2007. This modular unit houses 6 classrooms and was added to accommodate the return of grades six (6) and (7) to the elementary school after the closing of our middle school.</b></p> <p><b>The Media Center is approximately 1500 sq. ft. in size and houses a collection of 14,537 books which equates to about 22 books per student. The cafeteria is approximately 2,000 square feet in size and seats 250 students. Our gym is approximately 2,400 square feet in size and doubles as our auditorium for assemblies and other special activities. It is equipped with a stage area that measures about 200 square feet in size. The outside playground area is over 4 acres in size. It includes a fenced in area for our pre k and kindergarten students equipped with playground equipment appropriate for their age and size.</b></p>

Tab 3: School 2 Reflections and Planning  
and Required Elements

<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p><b>The following technologies are available to students and instructional staff at Kiptopeke Elementary School:</b></p> <ul style="list-style-type: none"> <li>• <b>2 computer labs which house 46 desktop computers</b></li> <li>• <b>2 stations in each classroom,</b></li> <li>• <b>3 Istation Carts with 20-25 computers in each cart</b></li> <li>• <b>Student Response Systems (clickers)</b></li> <li>• <b>2 portable whiteboards,</b></li> <li>• <b>Promethean Boards (13)</b></li> <li>• <b>16 computer carts w/ 25 laptops in each cart</b></li> <li>• <b>Personal laptops for every teacher</b></li> <li>• <b>Elmo's</b></li> <li>• <b>LCD projectors</b></li> <li>• <b>Various Assistive Technology Tools (Reading Pens, Audio Books, other communication devices)</b></li> </ul>
<p><b>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></p>	

Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers	43	100%
Teachers (not highly qualified)	0	0%
Teachers with less than 3 years in grade/subject	18	42%
Number of teachers with a provisional license	9	21%

Tab 3: School 2 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)		#Staff	# Years
		2	39
		1	31
		1	28
		1	23
		1	22
Sample:		1	20
Yrs	#Instructional Staff	1	19
0	1	1	18
1	6	2	15
2	4...	1	14
		1	9
		3	6
		3	5
		1	5
		5	2
		18	1

Tab 3: School 2 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.	The division has implemented a process of weekly meetings held with the administrative team and our lead turnaround partner at the school. These meetings will begin during the second week of September and will continue into the second week of June 2014. The agenda for these meetings will include such topics as: 1) Review of Student Achievement Data; 2) A Discussion of Student Interventions Implemented based on Student Data (Using the Intervention Tracking Form); 3) Discussions about Teacher Instructional Observations/Lesson Plans/Concerns; 4) Instructional Walks. As well, a division representative will sit on the school's school improvement team at its weekly meetings.
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	N/A
3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.	<p>Reading</p> <p>1) Given the 3rd grade Reading SOL during the spring of 2014, the pass rate for students taking this assessment will be at 75% or better.</p> <p>2) Given the 4th grade Reading SOL during the spring of 2014, the pass rate for students taking this assessment will be at 75% or better.</p> <p>3) Given the 5th grade Reading SOL during the spring of 2014, the pass rate for students taking this assessment will be at 75% or better.</p> <p>4) Given the 5th grade Reading SOL during the spring of 2014, the pass rate for students taking this assessment will be at 80% or better.</p> <p>Math</p> <p>1) Given the 3rd grade Math SOL during the spring of 2014, the pass rate for students taking this assessment will be at</p>
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	It is my opinion that the division will continue to support and serve its priority schools in the same manner it has established during the time in which the school was funded and supported by the state. The attempts to realign other federal funding to support the needs of the students and the building will continue. The processes and procedures established to ensure that curriculum is aligned to state standards, that instruction presented to students is aligned to the division's curriculum and state standards, and that teacher performance in the delivery of instructional content is monitored often and consistently will continue.

Tab 3: School 2 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 4: School 3 Reflections and Planning  
and Required Elements

<b>School 3 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 4: School 3 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 4: School 3 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 4: School 3 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 4: School 3 Reflections and Planning  
and Required Elements

<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.</p> <p>b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	
<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	
<p>5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?</p>	

Tab 4: School 3 Reflections and Planning  
and Required Elements

<p><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 4: School 3 Reflections and Planning  
and Required Elements

<p>2. What supports from the state would be the most helpful as these federal funds end?</p>	
<p><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 4: School 3 Reflections and Planning  
and Required Elements

<p>c. Total number of minutes in the 2012-2013 school year that all students were required to attend and any additional increased learning time planned for 2013-2014</p> <p><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 4: School 3 Reflections and Planning  
and Required Elements

<p>5. Analysis of student achievement data with identified areas that need improvement based on 2010-2011, 2011-2012 and preliminary data for 2012-13</p> <p><u>Example:</u> Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70). (*Identified areas needing improvement should align with goal setting and action steps in the application powerpoint presentation.)</p> <p><u>Nonexample:</u> Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</p>	
<p>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p>	

Tab 4: School 3 Reflections and Planning  
and Required Elements

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 4: School 3 Reflections and Planning  
and Required Elements

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

Tab 4: School 3 Reflections and Planning  
and Required Elements

<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 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	
2. Steps taken to secure the support of the parents for the reform model selected	
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	
4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	

Tab 5: School 4 Reflections and Planning  
and Required Elements

School 1 Name:	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 5: School 4 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 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>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	
<p>3. How did student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p>	

Tab 5: School 4 Reflections and Planning  
and Required Elements

<p><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 5: School 4 Reflections and Planning  
and Required Elements

<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.</p> <p>b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	
<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	
<p>5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?</p>	

Tab 5: School 4 Reflections and Planning  
and Required Elements

<p><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 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><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>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>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p>	

Tab 5: School 4 Reflections and Planning  
and Required Elements

<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.**

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

Tab 5: School 4 Reflections and Planning  
and Required Elements

<p>9. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below)</p> <p>Sample:</p> <table data-bbox="140 459 464 605"><thead><tr><th>Yrs</th><th>#Instructional Staff</th></tr></thead><tbody><tr><td>0</td><td>1</td></tr><tr><td>1</td><td>6</td></tr><tr><td>2</td><td>4...</td></tr></tbody></table>	Yrs	#Instructional Staff	0	1	1	6	2	4...	
Yrs	#Instructional Staff								
0	1								
1	6								
2	4...								

Tab 5: School 4 Reflections and Planning  
and Required Elements

<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 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	
2. Steps taken to secure the support of the parents for the reform model selected	
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	
4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	

Tab 6: School 5 Reflections and Planning  
and Required Elements

School 5 Name:	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>	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 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> 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 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>	
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<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>	
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Tab 7: School 6 Reflections and Planning  
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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>	
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<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  
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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 7: School 6 Reflections and Planning  
and Required Elements

<p>5. Analysis of student achievement data with identified areas that need improvement based on 2010-2011, 2011-2012 and preliminary data for 2012-13</p> <p><u>Example:</u> Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70). (*Identified areas needing improvement should align with goal setting and action steps in the application powerpoint presentation.)</p> <p><u>Nonexample:</u> Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</p>	
<p>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p>	

Tab 7: School 6 Reflections and Planning  
and Required Elements

<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.**

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Highly qualified teachers		
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Number of teachers with a provisional license		

Tab 7: School 6 Reflections and Planning  
and Required Elements

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

Sample:

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

Tab 7: School 6 Reflections and Planning  
and Required Elements

<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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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  
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<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  
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>	
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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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<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>
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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  
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Tab 8: School 7 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)

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Yrs	#Instructional Staff
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Tab 8: School 7 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>
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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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<p>2. Are there any anticipated barriers to further improving the school climate?</p>	
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<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 9: School 8 Reflections and Planning  
and Required Elements

<p>c. Total number of minutes in the 2012-2013 school year that all students were required to attend and any additional increased learning time planned for 2013-2014</p> <p><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 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

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

Tab 9: School 8 Reflections and Planning  
and Required Elements

<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)	X	1003(g)		
<b>Name of School 1:</b>	Northampton High School					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ 291,738.00	\$ 291,738.00	\$ -	\$ 291,738.00	
2000- Personnel (Benefits)	\$ -	\$ 79,335.62	\$ 79,335.62	\$ -	\$ 79,335.62	
3000- Purchased Services	\$ -	\$ 556,252.56	\$ 556,252.56	\$ -	\$ 556,252.56	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ 2,103.22	\$ 4,478.00	\$ 6,581.22	\$ -	\$ 6,581.22	
6000- Materials and Supplies	\$ 1,000.00	\$ 31,931.41	\$ 32,931.41	\$ -	\$ 32,931.41	
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total</b>	\$ 3,103.22	\$ 963,735.59	\$ 966,838.81	\$ -	\$ 966,838.81	
<p>Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.</p>						
<p><b>Sample Entry</b></p> <p><b>1000 - Personnel</b></p>	<p>Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 ( 1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)</p> <p><b>Other Expenses</b></p> <p>Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>					
<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>Data Coach - \$66,472.90 - 100% of the data coach's time will be spent working with teachers and administration working to improve the teaching and learning in the classroom. She will lead professional development in PLC meetings with teachers. (6) – Summer Remediation Teachers - \$16,500.00 – Will work 5.5 hours daily for 20 days at \$25/00 an hour. Extended learning opportunities through summer remediation for students</p>
<p><b>2000- Personnel (Benefits)</b></p>	<p>Data Coach Fringe - \$17,985.43 Graduation Coach Fringe - \$16,837.31 Math Coach – \$20,970.00 Incentive Pay Fringe - \$1,147.50 Tutors. After School. Saturday School. Attendance Monitor. drivers Fringe - \$22,395.38</p>
<p><b>3000- Purchased Services</b></p>	<p>ARDT - \$5,625.00 - Assessment @ \$5.00 per assessment 3 times annually Curriculum Revisions - \$6,000.00 AIMSWeb Response to Intervention Tracking Platform - \$2,500.00 EdisonLearning - \$504,900.00 – 765/707 Students @ \$660.00 Study Island - \$5,500.00 – For Tier 2 and 3 Interventions Educate Online – Term Grads/Algebra 1/EOC English – \$31,727.56</p>
<p><b>4000 - Internal Services</b></p>	

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

<p><b>5000- Other Charges</b></p>	<p>Travel for Trainings - \$4,478.00 – School Improvement trainings, other professional development opportunities District Travel for Trainings - \$2,103.22 – School Improvement trainings and other</p>
<p><b>6000- Materials and Supplies</b></p>	<p>Data Coach Supplies - \$1,500.00 – professional development supplies Materials &amp; Supplies - \$24,431.41 – Consumables and other instructional resources for reading and math Division Materials &amp; Supplies - \$1,000.00 – Materials to produce curriculum guides and other instructional resources needed Headsets - \$1,000.00 – For I Can Learn Math, SOL Student Celebration - \$5,000.00</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)	X	1003(g)		
<b>Name of School 2:</b> Kiptopeke Elementary School						
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ 128,538.00	\$ 128,538.00	\$ -	\$ 128,538.00	
2000- Personnel (Benefits)	\$ -	\$ 22,523.46	\$ 22,523.46	\$ -	\$ 22,523.46	
3000- Purchased Services	\$ -	\$ 383,274.01	\$ 383,274.01	\$ -	\$ 383,274.01	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ 2,478.00	\$ 4,000.00	\$ 6,478.00	\$ -	\$ 6,478.00	
6000- Materials and Supplies	\$ 1,000.00	\$ 51,000.00	\$ 52,000.00	\$ -	\$ 52,000.00	
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total</b>	<b>\$ 3,478.00</b>	<b>\$ 589,335.47</b>	<b>\$ 592,813.47</b>	<b>\$ -</b>	<b>\$ 592,813.47</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>					
<b>Expenditure Codes</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>Budget Narrative</b>						

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

<p><b>1000 - Personnel</b></p>	<p>Data Coach - \$55,578.00 - 100% of the data coach's time will be spent working with teachers and administration working to improve the teaching and learning in the classroom. She will lead professional development in PLC meetings with teachers. (10) – Jump Start Summer School Program - \$22,500.00 – These teachers will provide extended learning opportunities through a summer school program for students.</p>
<p><b>2000- Personnel (Benefits)</b></p>	<p>Data Coach Fringe - \$15,788.80 Incentive Pay Fringe, Tutors, After School, Saturday School, Attendance Monitor, Bus Drivers Fringe - \$6,734.66</p>
<p><b>3000- Purchased Services</b></p>	<p>Math Consultant - \$8,553.48 – To support teachers IStation - \$6,500.00 – Remediation and enrichment Measuring Up Live! - \$5,717.00 – Remediation and Enrichment Reading Eggs - \$3,500.00 – Study Island reading program for PK – 1 – 2 Excel Math - \$6,000.00 – Use with tiered students to supplement the core curriculum. I Can Learn Math - \$14,000.00 – Used with Tier 1, 2, and 3 students ARDT – \$840.00 - 56 Assessments @ \$5.00 per assessment administered 3 times annually Curriculum Revisions – \$8,000 – Math and Reading AIMSWeb Response to Intervention Platform - \$2,500.00 – Tracking of Tier 2 and 3 interventions EdisonLearning - \$306,800 – 590 Students @ \$520.00 Study Island - \$5,500.00 – For Tier 2 and 3 interventions Educate Online - Personalized tutoring - \$15,363.53</p>
<p><b>4000 - Internal Services</b></p>	

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

<p><b>5000- Other Charges</b></p>	<p>Travel for Trainings - \$4,000.00 – School Improvement trainings, other professional development opportunities District Travel for Trainings - \$2,478.00 – School Improvement trainings and other</p>
<p><b>6000- Materials and Supplies</b></p>	<p>Data Coach Supplies - \$3,000.00 – professional development supplies Reading Mastery - \$5,000.00 – Remedial reading supplies Corrective Reading - \$5,000.00 – Remedial reading supplies PBIS Supplies - \$3,000.00 – Miscellaneous supplies to reinforce appropriate student behavior Materials &amp; Supplies - \$25,000.00 – Consumables, calculators, and other instructional resources for reading and math Division Materials &amp; Supplies - \$1,000.00 – Materials to produce curriculum guides and other instructional resources needed Headsets - \$3,000.00 – For I Can Learn Math, SOL, Reading Eggs Student Celebration - \$4,500.00 Teacher Celebration - \$2,500.00</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)		
<b>Name of School 3:</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>						
<p><b>Sample Entry</b></p> <p><b>1000 - Personnel</b></p>	<p>Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 ( 1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)</p> <p><b>Other Expenses</b></p> <p>Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>					
<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 4:	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)			
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  
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 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>	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 7:</b>	0						
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses		
<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 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	1003(a)	X	1003(g)				
<b>Name of School 1:</b>	Northampton High School							
<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 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)	X	1003(g)		
<b>Name of School 2:</b>	Kiptopeke Elementary School					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ 108,438.00	\$ 108,438.00	\$ -	\$ 108,438.00	
2000- Personnel (Benefits)	\$ -	\$ 19,938.31	\$ 19,938.31	\$ -	\$ 19,938.31	
3000- Purchased Services	\$ -	\$ 53,110.48	\$ 53,110.48	\$ -	\$ 53,110.48	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ 2,478.00	\$ 4,000.00	\$ 6,478.00	\$ -	\$ 6,478.00	
6000- Materials and Supplies	\$ 1,000.00	\$ 21,000.00	\$ 22,000.00	\$ -	\$ 22,000.00	
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total</b>	\$ 3,478.00	\$ 206,486.79	\$ 209,964.79	\$ -	\$ 209,964.79	
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>Data Coach - \$55,578.00 - 100% of the data coach's time will be spent working with teachers and administration working to improve the teaching and learning in the classroom. She will lead professional development in PLC meetings with teachers. (10) – Jump Start Summer School Program - \$22,500.00 – These teachers will provide extended learning opportunities through a summer school program for students.</p>
<p><b>2000- Personnel (Benefits)</b></p>	<p>Data Coach Fringe - \$15,788.80 Tutors, After School, Saturday School, Bus Drivers Fringe - \$4,149.51</p>
<p><b>3000- Purchased Services</b></p>	<p>Math Consultant - \$8,553.48 – To support teachers IStation - \$6,500.00 – Remediation and enrichment Measuring Up Live! - \$5,717.00 – Remediation and Enrichment Reading Eggs - \$3,500.00 – Study Island reading program for PK – 1 – 2 Excel Math - \$6,000.00 – Use with tiered students to supplement the core curriculum. I Can Learn Math - \$14,000.00 – Used with Tier 1, 2, and 3 students ARDT – \$840.00 - 56 Assessments @ \$5.00 per assessment administered 3 times annually AIMSWeb Response to Intervention Platform - \$2,500.00 – Tracking of Tier 2 and 3 interventions Study Island - \$5,500.00 – For Tier 2 and 3 interventions</p>
<p><b>4000 - Internal Services</b></p>	

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

<p><b>5000- Other Charges</b></p>	<p>Travel for Trainings - \$4,000.00 – School Improvement trainings, other professional development opportunities District Travel for Trainings - \$2,478.00 – School Improvement trainings and other</p>
<p><b>6000- Materials and Supplies</b></p>	<p>Data Coach Supplies - \$1,500.00 – professional development supplies Reading Mastery - \$2,500.00 – Remedial reading supplies Corrective Reading - \$2,500.00 – Remedial reading supplies PBIS Supplies - \$2,000.00 – Miscellaneous supplies to reinforce appropriate student behavior Materials &amp; Supplies - \$10,000.00 – Consumables, calculators, and other instructional resources for reading and math Division Materials &amp; Supplies - \$1,000.00 – Materials to produce curriculum guides and other instructional resources needed Student Celebration - \$2,500.00</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 3:	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 4:	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 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)			
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 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	\$ -	\$ 420,276.00	\$ 420,276.00	\$ -	\$ 420,276.00
2000- Personnel (Benefits)	\$ -	\$ 101,859.08	\$ 101,859.08	\$ -	\$ 101,859.08
3000- Purchased Services	\$ -	\$ 939,526.57	\$ 939,526.57	\$ -	\$ 939,526.57
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ 4,581.22	\$ 8,478.00	\$ 13,059.22	\$ -	\$ 13,059.22
6000- Materials and Supplies	\$ 2,000.00	\$ 82,931.41	\$ 84,931.41	\$ -	\$ 84,931.41
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	<b>\$ 6,581.22</b>	<b>\$ 1,553,071.06</b>	<b>\$ 1,559,652.28</b>	<b>\$ -</b>	<b>\$ 1,559,652.28</b>
Summary Year 2		All Schools			
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ 108,438.00	\$ 108,438.00	\$ -	\$ 108,438.00
2000- Personnel (Benefits)	\$ -	\$ 19,938.31	\$ 19,938.31	\$ -	\$ 19,938.31
3000- Purchased Services	\$ -	\$ 53,110.48	\$ 53,110.48	\$ -	\$ 53,110.48
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ 2,478.00	\$ 4,000.00	\$ 6,478.00	\$ -	\$ 6,478.00
6000- Materials and Supplies	\$ 1,000.00	\$ 21,000.00	\$ 22,000.00	\$ -	\$ 22,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	<b>\$ 3,478.00</b>	<b>\$ 206,486.79</b>	<b>\$ 209,964.79</b>	<b>\$ -</b>	<b>\$ 209,964.79</b>
Summary Year 1-2		All Schools			
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ 528,714.00	\$ 528,714.00	\$ -	\$ 528,714.00
2000- Personnel (Benefits)	\$ -	\$ 121,797.39	\$ 121,797.39	\$ -	\$ 121,797.39
3000- Purchased Services	\$ -	\$ 992,637.05	\$ 992,637.05	\$ -	\$ 992,637.05
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ 7,059.22	\$ 12,478.00	\$ 19,537.22	\$ -	\$ 19,537.22
6000- Materials and Supplies	\$ 3,000.00	\$ 103,931.41	\$ 106,931.41	\$ -	\$ 106,931.41
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	<b>\$ 10,059.22</b>	<b>\$ 1,759,557.85</b>	<b>\$ 1,769,617.07</b>	<b>\$ -</b>	<b>\$ 1,769,617.07</b>

## 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: