

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

[Tabs in this Excel Workbook](#)

Tab 1: School Information: Provides information about each Priority School in the Division.
Tab 2: Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 1.
Tab 3: Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 2.
Tab 4: Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 3.
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Tab 9: Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 8.
Tab 10: Year 1 Budget: Must be completed for each school for Year 1's projected expenditures. Include a narrative for each budget code.
Tab 11: Year 2 Budget: Must be completed for each school for Year 2's projected expenditures. Include a narrative for each budget code.
Tab 12: Yr 1 Budget Summary, Year 2 Budget Summary and TOTAL Budget Summary: Summarizes the budget for Year 1, Year 2 and projects the total for all Priority Schools in the division (automatically calculated) for both years.
Tab 13: Budget Code Descriptions
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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	Petersburg City Public Schools
Contact	Dr. Joseph Melvin, Superintendent
Address Line 1	255 South Boulevard East
Address Line 2	
City, VA, zipcode	Petersburg, Virginia 23805
Email Address	jomelvin@petersburg.k12.va.us
Telephone Number	804-862-7037

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

School 1 Name	A.P. Hill Elementary School	Indicate which model the school has chosen with an X.			
Principal Name	Kori Reddick	1	<input type="checkbox"/>	USED School Turnaround	
Address Line 1	1450 Talley Avenue	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	Petersburg, VA 23803	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	koreddick@petersburg.k12.va.us		<input checked="" type="checkbox"/>	1003(a)	
Telephone Number	804-861-3765		<input checked="" type="checkbox"/>	1003(g)	
NCES ID #:	5.10291E+11	Indicate this school's cohort with an X.			
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	<input type="checkbox"/>	Cohort I	<input type="checkbox"/>	Cohort II
		<input type="checkbox"/>		<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 2 Name	J.E.B. Stuart Elementary School	Indicate which model the school has chosen with an X.			
Principal Name	Dominique Bourgeois	1	<input type="checkbox"/>	USED School Turnaround	
Address Line 1	100 Pleasants Lane	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	Petersburg VA 23803	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	dobourgeois@petersburg.k12.va.us		<input checked="" type="checkbox"/>	1003(a)	
Telephone Number	804-861-1975		<input checked="" type="checkbox"/>	1003(g)	
NCES ID #:	51029101196				

Tab 1: Priority School Information

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

School 3 Name		Indicate which model the school has chosen with an X.					
Principal Name		1	<input type="checkbox"/>	USED School Turnaround			
Address Line 1		2	<input type="checkbox"/>	USED Transformation Model			
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model			
City, VA, zipcode							
Email Address		Indicate the source(s) of funding for which the school is eligible, and that you h					
Telephone Number			<input type="checkbox"/>	1003(a)			
NCES ID #: 5.10291E+11			<input type="checkbox"/>	1003(g)			
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	Indicate this school's cohort with an X.					
		<input type="checkbox"/>	Cohort I	<input type="checkbox"/>	Cohort II	<input type="checkbox"/>	Cohort III
		Indicate this school's tier with an X.					
		<input type="checkbox"/>	Tier I	<input type="checkbox"/>	Tier II	<input type="checkbox"/>	Tier III

School 4 Name		Indicate which model the school has chosen with an X.					
Principal Name		1	<input type="checkbox"/>	USED School Turnaround			
Address Line 1		2	<input type="checkbox"/>	USED Transformation Model			
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model			
City, VA, zipcode							
Email Address		Indicate the source(s) of funding for which the school is eligible, and that you h					
Telephone Number			<input type="checkbox"/>	1003(a)			
NCES ID #: 5.10291E+11			<input type="checkbox"/>	1003(g)			
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	Indicate this school's cohort with an X.					
		<input type="checkbox"/>	Cohort I	<input type="checkbox"/>	Cohort II	<input type="checkbox"/>	Cohort III
		Indicate this school's tier with an X.					
		<input type="checkbox"/>	Tier I	<input type="checkbox"/>	Tier II	<input type="checkbox"/>	Tier III

Tab 1: Priority School Information

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

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

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

Tab 1: Priority School Information

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

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

Tab 1: Priority School Information

Tab 2: School 1 Reflections and Planning
and Required Elements

School 1 Name:	A.P. Hill Elementary School
<p>Reflections and Planning</p> <p>Use this tab to reflect on the past year’s improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school’s improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.</p>	
Question	Response
<p>Future Goals:</p> <p>1. Please list 5 goals for the upcoming school year:</p>	<p>Goal 1. School-wide writing plan will be implemented to increase the SOL writing scores pass rate to 70% or higher in grade 5. (K9, K5, K6)</p> <p>Goal 2. 85% of students in grades 2 – 5 will participate in weekly Accelerated Reader activities (i.e.; check out and read books aligned to individual ZDP levels and successfully pass accompanying AR quizzes with 80% or above) and the number of students identified as Tiers 1 & 2 will increase; thus decreasing the number identified as Tier 3 on iStation assessments to increase Reading SOL pass rate to a minimum of 75% by June 2014. (K9, K5, K6, TAO3)</p> <p>Goal 3. I-Ready Math program will be fully implemented in grades 3-5 to increase the mathematics SOL pass rate to a minimum of 70%. (K9, K5, K6, TAO3)</p> <p>Goal 4. 90% of the Teachers will meet proficient or exemplary on the PCPS teacher evaluation system with a focus on student achievement by June 30, 2014. (H14, H2, H3)</p>
<p>School Climate:</p> <p>1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year?</p> <p>b. What were the most successful strategies used to change the school climate?</p> <p>c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	<p>a.)The general school climate of A.P. Hill Elementary has changed since the beginning of the year. We met our leading indicators of reducing discipline referrals by 10%. Student behavior has changed since the beginning of the year in the following ways:</p> <ul style="list-style-type: none"> • The number of administrative/parent conferences regarding discipline infractions have declined. • The students are taking more ownership of their behavioral conduct and they are encouraging their peers to display appropriate behaviors as well as evidenced in peer mediation conferences, and “no referral” celebrations. <p>The school climate is still not where I would want it to be, yet it is definitely very close to it. Further changes that can be made are as follows:</p> <ul style="list-style-type: none"> • More student work/art posted • Walls painted to add more color throughout building • Continued emphasis on student noise level during transitions and while in the cafeteria • Emphasis on facility maintenance to further assist in the creation of a safe and nurturing environment by giving opportunities for self-reflection. • Emphasis on teachers and students accepting ownership in terms of academic achievement • Emphasis on increasing student safety & security

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<ul style="list-style-type: none"> • Parental support and buy-in to help decrease student absences and tardiness, complying with the district-wide uniform policy, and supporting the school-wide discipline plan to help decrease the number of school-wide infractions. • Reduction in teacher turnover rate to assist in retaining highly qualified and effective teachers.
<p>PROCESS STEPS / ATMOSPHERE OF CHANGE 1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?</p>	<p>Grade level chairperson from each grade level along with the Title I team, administration and Edison Learning make up the Leadership team. The leadership team/improvement team meets a minimum of twice a month. Agendas are established based on feedback from the leadership team and status of indicator tasks. Information regarding the five strand design, the school improvement plan, areas of concern provided by the staff, and house-keeping information are addressed during these meetings. These members take all information from these meetings and disseminate that information to their grade levels and other stakeholders for feedback. During this time, opportunities (at the onset and at the end of the meeting) for discussion entitled an “open agenda” are incorporated to allow for open dialogue. Rationales are consistently provided geared toward the implementation of strategies and plans that result from the Leadership Team Meetings. Decisions are communicated with stakeholders during parent and community meetings such as PTA meetings, Parent Advisory Council Meetings, and community partnership meetings. Notifications via newsletter, email, website, Alert system, and letters are sent to stakeholders. The meeting minutes</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>Initially the various roles and responsibilities of the participants were discussed. Once those divisions were articulated, the members of the team chose their role and administration approved the selections. The team members, along with their roles, are delineated on each agenda. Yes, the responsible parties have the resources needed to follow through.</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>These new strategies and practices are monitored via observations and disaggregation of data. Discussions during weekly PLC meetings, Alternate Governance meetings, Leadership Team meetings, and Achievement Team meetings all surround student data, observations, and assist in the monitoring of strategies. If they aren't working, we adjust and make the needed changes to address the areas of concern.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01)</p>	<p>Students are identified as needing additional support in core content areas in the following ways:</p> <ul style="list-style-type: none"> • Student achievement data from assessments are analyzed (eValueate, iStation, “Cold Reads”, etc) • Faculty/Staff recommendations/observations are considered • Parental concerns are also an integral component of the process <p>When students are identified as Tier 2 or Tier 3 by the data, we employ Tier 2 and 3 Interventions. The frequency and the type of intervention for reading and math are differentiated for Tier 2 and 3 students. For example, we use iStation lessons for reading support for Tier 2 or 3 students. Tier 2 students receive 30 minutes of additional instruction per week using the iStation lessons whereas Tier 3 students receive 60 minutes of additional instruction per week using the iStation lessons based on their areas of weakness. Tier I students continue with the core curriculum for reading and math and we include Tier 1 strategies such as re-teaching, differentiating instruction, small group support, modeling, etc.</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>Teachers differentiate learning for students by creating lessons plans that target specific learning needs and skills during small group instruction, integrating technology, using diagnostic data to group students in tiers so that targeted supports according to strands and essential skills can be implemented, thus allowing for greater individualization. The data generated from the formative assessments are used to drive instructional decisions which ultimately result in the continual flexible grouping of our students to meet their academic needs.</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>It is worthy to note that Individual teachers made progress towards their SMART goals based on students' academic performance. Teachers continuously planned and revised instructional practices to meet needs of the students. Data-rich conversations became a school wide effort to remediate and provide interventions to students. However, teachers were:</p> <ul style="list-style-type: none"> • More cognoscente of assessment and student performance • Attentive to student data • Specific in their SMART goal setting • Greater focus on individual student learning styles <p>However, there was no significant impact on classroom instruction as measured by the overall pass rates for the SOL scores for the 2010-2011, 2011-2012, and preliminary 2012-2013 data.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>EXTERNAL SUPPORT</p> <p>1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan?</p>	<ul style="list-style-type: none"> • Virginia State University- tutoring, mentoring • Target- provide student teacher incentives, books, and volunteers • Petersburg’s CHUMS Inc. - beautification of school (plant, flowers, flower pots) and donation of school uniforms, student school supplies, and student/teacher incentives • YMCA- provide volunteers, the Learn to Swim Program for 2nd grade students • Petersburg Department of Social Services – assist with attendance and truancy with the Smart Start Initiative • SSCL Senior Support for Children’s Literacy (Retired Teachers) – provide literacy support
<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>PALS tutors, iStation day tutors, afterschool tutors, and Behavior Intervention Support Personnel. Data has shown that with these supports in place student achievement and teacher delivery of instruction has experienced growth. A Math Consultant will provide curriculum development and lesson plan training and math coaching. EdisonLearning – (External Lead Turnaround Partners) Partnership assists with providing professional developments for faculty/staff; providing resources for faculty/staff; serving as a coach for administration and teachers; and assisting with disaggregation of all data to increase student achievement.</p> <p>Consultants will provide Reading Professional Development and Coaching for Reading and will provide training and support in the areas of Leadership to build capacity.</p>
<p>3. In what ways are parents involved in the school's improvement efforts and their children’s education?</p>	<p>Parental involvement continues to be an area in which we need improvement. Parents are given numerous opportunities to participate in their children’s educations in the following ways: attending PTA meetings and other school related meetings, serving on various committees to provide feedback and to be a part of the school program decision making (P.A.C.), open lines of communication with administration and teachers to address student academic and behavior progress, and participating in school-wide fundraisers to support student programs.</p>
<p>STAFFING & RELATIONSHIPS</p> <p>1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	<p>Recruiting and hiring of teachers is done according to specific vacancies as they arise giving A.P. Hill opportunities to hire highly qualified teachers. Human Resources screen all applicants and highly qualified applicants are scheduled to be interviewed by the school’s principal, Director of Elementary Instruction, and other designated Central Office personnel. All schools are given opportunities to interview candidates deemed qualified for the position available.</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>Administration conducts frequent observations using the observation tool prescribed by the division. Teachers are formally evaluated a minimum of three times a year with the prescribed division tool. Overall trend data (attendance, discipline, achievement, Datawalks, parental...) are used informally to evaluate teacher quality as well.</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.) Teachers who meet exemplary status on the teacher evaluation system which includes the student growth measure will receive a \$3,000 incentive pay stipend. The 10 teachers with the highest evaluation score will receive the stipend.</p> <p>b.) A professional development calendar is created for the school year that targets school-wide goals. Professional development opportunities are provided via PD 360, Edisonlearning, site based and the division level. Staff development is provided during the teacher's work day via Professional Learning Communities (PLC), before/after school and during division-wide scheduled PD. Teachers are also provided with professional development opportunities based on the teachers' specific needs as determined from informal walk-thru via PD360 observations. Professional development lessons/goals will be determined for the 2013-14 school years by reviewing the school-wide data (student achievement, attendance, discipline, teacher attendance, etc.), reviewing the previous year's PD calendar, and reviewing the status of the school-wide goals/mission/vision. Professional developments will also be determined by an analysis of teacher observation/evaluations to address areas of deficiencies and to discover areas of strengths in order to put forth targeted and relevant professional development opportunities. New teachers receive support by participating in a School Induction Program will be established at the onset of the school year with sessions scheduled throughout the school year to address best practices within the classroom. They will also be</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 informally evaluated by the Director of Elementary Instruction and External Lead Turnaround Partners. Formally, the Superintendent is supposed to evaluate the principal. The principal receives feedback from the Director of Elementary Instruction, the External Lead Turnaround Partners, Central Office Administration, and the Chief Academic Officer during Alternate Governance Monthly Meetings. At least three formal observations are conducted.</p>
<p>5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?</p>	<p>The relationship within the school's Leadership Team/Improvement Committee can be defined as a community of visionaries. The relationship can be improved upon by continuing in the same vein next year, yet giving the team more opportunities to provide professional development to their peers based on their identified strengths. The relationship between the Lead Turnaround Partner and the principal is one of mutual professional respect. The Lead Turnaround Partner serves as a coach to the principal offering insight to the various roles and levels inside the organization. The relationship can be improved by continuing to enhance the structures and procedures that have been put in place. Currently the Director of Elementary Instruction is serving a dual role as Internal Lead Partner. The relationship between the ILP and principal is very respectful. The relationship allows many opportunities for honest</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>DECISION-MAKING PROCESS & AUTONOMY</p> <p>1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p>	<p>A.P. Hill's decision-making process for anything related to the school improvement effort is discussed with the Leadership Team and is closely related to specific indicators and tasks. The principal ensures that all indicators and tasks are aligned with the overall strategic vision and will make the final decision as to what will be included in the plan, considering the leadership team may not be knowledgeable of some personnel concerns. The principal makes the final decision when necessary, considering there may be instances (not often) whereas the principal must make a decision that is in the best interest of the school that the staff may not have access to.</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>Currently there are no policy barriers that prevent the school from succeeding.</p>
<p>PHASE OUT PLANNING (specific to Cohort I and II)</p> <p>1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p>	<p>Services that should be maintained after SIG funding and supports end in 2014 include professional development opportunities, purchase of technology to allow our students to successfully compete with their peers in surrounding districts, and incentive pay for teachers that show success. The school will prepare for the phase out of funds, supports, and services by continuing to build capacity with faculty and staff, as well as determining the resources that will continue to be utilized and those that will be eliminated from the instructional program. The district will prepare for the phase out of funds, supports, and services by collaborating and meeting with Lead Turnaround Partner, Chief Academic Officer, and administration to determine next steps to developing phase out plan and review the personnel, resources, data, and areas of need, ensuring the school will still maintain the progress made. Persons that need to be involved in the phase out process are district level administrators, Lead Turnaround Partner, DOE liaison, school based administrator, and Leadership Team. The roles each player should take would include studying the school-wide data, DOE reports, and assessing the progress towards the attainment of the school goals, vision, and mission. Each party should then come together to determine a plan of action to sustain the progress the school has made, as well as how areas of concern will be targeted and addressed successfully.</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>Supports that would be the most helpful during year 3 would be additional human resources to assist in smaller student/teacher ratios to target students performing below grade level, and additional technology hardware purchases to aide in one to one correlation for each student.</p>
<p>Required Elements Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p>School 1 Name:</p>	<p>0</p>
<p>Required element</p>	<p>Response</p>
<p>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>
<p>2. Student achievement data for the past two years (2010-2011 and 2011-2012) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>c. Total number of minutes in the 2012-2013 school year that all students were required to attend and any additional increased learning time planned for 2013-2014</p> <p>*This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.</p>	<p>During the 2011-2012 school year the students received 72,000 minutes of learning time. During the 2012-2013 school year the learning time increased to 77,700 minutes allow for more time for instruction in core academic subjects and other subjects and to allow for more time for teachers to collaborate, plan, and engage in professional development.</p>
<p>d. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged</p>	<p>See School Demographics tab in Indistar.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>5. Analysis of student achievement data with identified areas that need improvement based on 2010-2011, 2011-2012 and preliminary data for 2012-13</p> <p><u>Example:</u> Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70). (*Identified areas needing improvement should align with goal setting and action steps in the application powerpoint presentation.)</p> <p><u>Nonexample:</u> Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</p>	<p>Analysis of the data as measure by subgroup performance and Student Performance by Question report, indicates that overall AP Hill need improvement in all content areas for all grade levels (Math, Reading, History, and Science) based on the pass rates for 2010-2011, 2011-2012, and preliminary 2012-2013 data :</p> <p>Reading Results: Grade 3 (58,67, 51), Grade 4 (58, 71, 24), Grade 5 (70,80, 39) and Writing Grade 5 (59,61, 36)</p> <p>Math Results: Grade 3 (67, 22, 37), Grade 4 (47, 47, 32), Grade 5 (70, 58,29)</p> <p>History Results: Grade 3 (63, 64, 79) and Grade 5 VA Studies (64, 82, 68)</p> <p>Science Results: Grade 3 (68, 74, 67) and Grade 5 (59, 80, 44)</p> <p>Analysis based on subgroups:</p> <p>English Performance</p> <p>Subgroup Pass Rate</p> <p>All Students- 41.22</p> <p>Gap Group 1- 40.69 (56.39 3 yr)</p> <p>Gap Group 2- 39.74 (57.95 3yr)</p> <p>Gap Group 3-100</p> <p>Asian- 100</p> <p>Econ. Dis. -40.96 (56.58 3yr)</p> <p>LEP -100</p> <p>Math Performance</p> <p>Subgroup Pass Rate</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>The school was built in 1967 with an addition completed in 2009. There are 32 classrooms and 5 support spaces. The library is 3, 828 square feet and the cafeteria is 4,343 square feet. The physical education and recess which included the gym and the playground area is 4,558 square feet.</p>

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7. Information about the types of technology that are available to students and instructional staff	Promethean Boards are in each of the 32 classrooms. There are 36 laptops for 36 instructional staff members. There are 249 computers for student usage.
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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	31	96.88%
Teachers (not highly qualified)	1	3%
Teachers with less than 3 years in grade/subject	14	43.75%
Number of teachers with a provisional license	0	0

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<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>There may be discrepancies in the responses for questions #8 and #9 because during a Human Resource audit that was conducted by VADOE consultant, the findings resulted in discrepancies in the IPAL report for 12-13. It is important to note that the report was submitted prior to the current Superintendent. Question #8 represents the 12-13 IPAL report and question #9 represent the data provided by building level principals because at the time of submitting this grant the Human Resource Director resigned. To improve the process of developing the reports, we have secured the services of the VADOE consultant which will continue throughout the 13-14 school year until the Human Resource Director vacancy is filled.</p>
<p>Sample:</p>	<p>K</p>
<p>Yrs #Instructional Staff</p>	<p>1st year = 5</p>
<p>0 1</p>	<p>15th year = 1</p>
<p>1 6</p>	<p>1st</p>
<p>2 4...</p>	<p>6th year = 1</p>
	<p>7th year = 1</p>
	<p>14th year = 1</p>
	<p>15th year = 1</p>
	<p>27th year = 1</p>
	<p>31st year = 1</p>
	<p>2nd</p>
	<p>2nd year = 2</p>
	<p>4th year = 1</p>
	<p>6th year = 1</p>
	<p>8th year = 1</p>
	<p>37th year = 1</p>
	<p>3rd</p>
	<p>2nd year = 1</p>
	<p>7th year = 2</p>
	<p>14th year = 1</p>
	<p>4th</p>
	<p>1st year = 1</p>
	<p>2nd year = 2</p>

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Required Elements	
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.	
Required element	Response
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	The Division Leaders, School Officials, Lead Turnaround Partners, and Chief Academic Officer works collaboratively to ensure that the intervention model for each school is fully implemented. Monitoring of the implementation is done twice a month in the Alternate Governance Meetings and Executive Alliance Meetings. The Memorandum of Understanding goals and objectives is used as a guiding document to monitor the implementation. Monthly, the MOU is updated and presented to the School Board for their review. Transformation Model was selected for A.P. Hill Elementary.
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	Edison Lead Turnaround Partner was selected because of Edison’s first year success across the State as an approved Turnaround Partner by VADOE. Petersburg was not required to conduct an RFP because VADOE had already conducted a RFP for the four approved vendors. Petersburg’s Superintendent and Assistant Superintendent contacted Edison to have an initial meeting. After the initial meeting, Edison was allowed to conduct a presentation for Petersburg School Board for approval.
3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.	The division's annual goal for student achievement on the state's assessments in reading and mathematics is to meet and/or exceed the state's benchmark of 75% pass rate for reading and 70% pass rate for mathematics. To monitor the SIG schools, Division leaders, Turnaround Partners, SIG Principals, relative staff, and the Chief Academic Officer meets monthly in the Alternative Governance Meetings and Executive Alliance meetings to review current student data. In the meetings, plans of action and interventions are discussed based on the results of the data. In addition, funding sources to provide additional support to meet the student achievement goals are discussed during the meetings.
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	With the additional 1003g and 1003a funds, the Division has the capacity to serve its Priority Schools. Because 4 out of the 8 schools are Priority Schools in the Division, the additional funding would allow for quality coaching, training, and professional development that will assist in building capacity so that the staff will be able to sustain after funding has ended. Funding will also allow for the purchase of research-based supplemental materials that are proven to increase student performance and measure growth. In addition, funding will be used to provide incentive pay and signing bonuses for hard to staff schools to attract and retain highly qualified applicants. Funds are used to purchase software tools to disaggregate data in a more efficient and timely manner so that school officials can determine

Tab 2: School 1 Reflections and Planning
and Required Elements

Required Elements	
Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	To ensure continued support of reform model chosen, the local school board is kept informed. The local board approved the reform model chosen and was involved in the process of selecting reform model. Monthly, the local school board is provided with data and updates about the progress of the schools. Lead Turnaround Partners present quarterly to the local school board with updates of the school's progress towards meeting the objectives.
2. Steps taken to secure the support of the parents for the reform model selected	During the planning stages of selecting a reform model, parent representatives served on the committee. To keep parents supportive of the reform model, the Division's Public Relations Office keep parents informed of division and school level meetings, schools' successes and progress, and parental involvement activities using the website, ALERT system (message system), social media, and written notifications. Parents attend and give feedback at school board
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	Based on the schools' needs, school level and division level staff, LTP, and the state liaison will collaborate to determine if using funds to hire staff is necessary. Professional development and coaching of existing staff may be the necessary step to improve student performance or meet an objective. Therefore, instead of hiring staff, funds will primarily be used for providing consultants to help build capacity with existing staff. If hiring of staff is needed with funds, then it will be for a position that can be sustained with other funding sources after the grant ends or for a temporary position in which the employee understands that the position will end once grant funding ends.
4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	The Superintendent has restructured the organizational chart to include additional responsibilities for the Director of Federal Programs to support school improvement initiatives to continue building capacity. The Director of Federal Programs and School Improvement attends all school improvement trainings provided by VADOE Office of School Improvement and works closely with the Assistant Superintendent of Instruction and the Chief Academic Officer to be able sustain the support system provided by the Chief Academic Officer once funding ends. In addition, to build capacity, the Lead Turnaround Partner assisted the Division level staff and principals to create a sustainability plan to continue the Transformation Model after funding ends. The sustainability plans provided by the Lead Turnaround Partner includes tasks that can be replicated and the responsible party for completing the task during the 13-14

Tab 3: School 2 Reflections and Planning
and Required Elements

School 2 Name:	J.E.B. Stuart Elementary School
<p>Reflections and Planning</p> <p>Use this tab to reflect on the past year's improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.</p>	
Question	Response
<p>Future Goals:</p> <p>1. Please list 5 goals for the upcoming school year:</p>	<p>Goal 1. School-wide writing plan will be implemented to increase the SOL writing scores pass rate to 70% or higher in grade 5. (K9, K5, K6)</p> <p>Goal 2. 85% of students in grades 2 – 5 will participate in weekly Accelerated Reader activities (i.e.; check out and read books aligned to individual ZDP levels and successfully pass accompanying AR quizzes with 80% or above) and the number of students identified as Tiers 1 & 2 will increase; thus decreasing the number identified as Tier 3 on iStation assessments to increase Reading SOL pass rate to a minimum of 75% by June 2014. (K9, K5, K6, TAO3)</p> <p>Goal 3. ST Math program will be fully implemented in grades 2-5 to increase the mathematics SOL pass rate to a minimum of 70%. (K9, K5, K6, TAO3)</p> <p>Goal 4. 90% of the Teachers will meet proficient or exemplary on the PCPS teacher evaluation system with a focus on student achievement by June 30, 2014. (H14, H2, H3, H15)</p>
<p>School Climate:</p> <p>1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year?</p> <p>b. What were the most successful strategies used to change the school climate?</p> <p>c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	<p>Students, parents, community members and other stakeholders feel welcome upon their entrance in the building. Our Core Values are posted in the office and throughout the school along with a newly designed welcome sign. The administrative staff is aware of the importance of excellent customer friendly services to parents, students and stakeholders. The lobby area has school newsletters and brochures for visitors and a newly installed monitor displays announcement and digital photo gallery of recent classroom and school events. A positive incentive system is in place and continually revitalized with more focus on intrinsic recognition than extrinsic rewards to promote and support appropriate student behavior. Students are recognized during award assemblies for academic achievement, citizenship, perfect attendance and other accomplishments. Students whose behavior aligns with the school-wide code of conduct are afforded the opportunity to purchase items from the school store using their earned "Stuart Bucks". The Leadership Team analyzes discipline data for trends in school behavior and provides suggestions for improving behavior. The most successful strategies used to change the school's climate were as follows:</p> <ul style="list-style-type: none"> • A parent resource room was created and a television was added to the front entrance area to display announcements and pictures on a daily basis. • Students were recognized on a weekly basis for achievement in the Accelerated Reader program. (Library's Point Prizes & Principal's 100% Club)

Tab 3: School 2 Reflections and Planning
and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>Physical improvement to the school continues to be anticipated barrier for further improvements to the school climate. Funds are needed for capital improvement (painting the interior of the school, landscaping, adding appropriate furniture in the classrooms, a new roof is needed, new windows are needed, and new bathrooms for students are needed). In addition, teacher turnover may also be a barrier to further improvements to the school climate. Teachers that are</p>
<p>PROCESS STEPS / ATMOSPHERE OF CHANGE 1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?</p>	<p>The Leadership Team/Improvement Team chose specific indicators/tasks to review, revise and communicate change during team meetings. Meetings are held bi-weekly. The school improvement plan and tasks are discussed to determine needs and next steps. Each team member shares the recommendations of their teams and the team collectively makes decisions. Decisions are explained with rationale based upon school data (student and teachers). Decisions are communicated with stakeholders during parent and community meetings such as PTA meetings, Parent Advisory Council Meetings, and community partnership meetings. Notifications via newsletter, email, website, Alert system, and letters are sent to stakeholders. The meeting minutes are presented at faculty meeting for staff members or sent via email for all staff to review. Decisions are also communicated to stakeholders at school board meetings.</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>Each member of the leadership team was assigned to serve as the leader of each one of Edisonlearning's 5 strands (Leadership, Assessment for Learning, Learning Environment, Pedagogy and Curriculum, and Student and Family Support). Tasks are assigned to team members based on strengths. Timelines are set to ensure that deadlines are met. Team members inform the principal if there is a need for additional resources.</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>Strategies/practices are monitored through classroom observations, teacher feedback forms, professional growth plans, assessment data, and formal and informal teacher evaluations. Professional development is provided based on the needs of teachers and students. Professional developments are outlined in the school's Professional Development Calendar. Teachers' evaluation of professional developments is used to measure effectiveness and plan for follow-ups. The school's Title I team provides teachers with resources and technical support.</p>

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<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01)</p>	<p>Students are identified based on data (formative assessments, iStation, PALS, eValueate, SOLAR, IEP's, and Spring SOL) to provide support in the core content areas through small group instruction in the classroom.</p> <p>The Title I team reviews the weekly assessment data to determine the most critical needs for day-time tutors to address. When students are identified as Tier 2 or Tier 3 by the data, we employ Tier 2 and 3 Interventions. The frequency and the type of intervention for reading and math are differentiated for Tier 2 and 3 students. For example, we use iStation lessons for reading support for Tier 2 or 3 students. Tier 2 students receive 30 minutes of additional instruction per week using the iStation lessons whereas Tier 3 students receive 60 minutes of additional instruction per week using the iStation lessons based on their areas of weakness. Tier 1 students continue with the core curriculum for reading and math and we include Tier 1 strategies such as re-teaching, differentiating instruction, small group support, modeling, etc.</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>The school improvement plan documents the school's efforts to differentiate instruction. The tasks for indicator K6 include:</p> <ul style="list-style-type: none"> • Teams meeting together for unit planning to collaborate on activities/ strategies that address different modalities and learning styles. • Classroom teachers assess students continuously and use the data to provide appropriate levels of aligned activities for students. They discuss their findings with the principal every week during grade level meetings. • Teachers use grouping strategies to meet the individual needs of students within the classroom and design
<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>It is worthy to note that Individual teachers made progress towards their SMART goals based on students' academic performance. Teachers continuously planned and revised instructional practices to meet needs of the students. Data-rich conversations became a school wide effort to remediate and provide interventions to students. However, teachers were:</p> <ul style="list-style-type: none"> • More cognoscente of assessment and student performance • Attentive to student data • Specific in their SMART goal setting • Greater focus on individual student learning styles <p>However, there was no significant impact on classroom instruction as measured by the overall pass rates for the SOL scores for the 2010-2011, 2011-2012, and preliminary 2012-2013 data.</p>

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<p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan?</p>	<p>Alpha Kappa Alpha Sorority, Inc. (Book Study) & Delta Sigma Theta, Inc. (Book Buddies) have programs related to building reading comprehension skills. Omega Psi Phi Fraternity, Inc.: Conducted a History Bowl for 5th grade students. History is out other academic Indicator. Capital One sponsored Read Across America Day. Each reader asked comprehension questions to get students to use higher order thinking skills. Omega Psi Phi Fraternity, Inc. sent members to serve as tutors during our Spring Into Success Camp on Saturday</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>Edison Learning will be re-hired as our external partners. We have seen student and staff growth as a result of the partnership. The decision to re-hire Edison Learning is based on current performance and is subject to board approval. Edison Learning – (External Lead Turnaround Partners) Partnership assists with providing professional developments for faculty/staff; providing resources for faculty/staff; serving as a coach for administration and teachers; and assisting with disaggregation of all data to increase student achievement. Consultants will provide Reading Professional Development and Coaching for Reading and consultants will provide training and support in the areas of Leadership. Math Consultants will provide curriculum development and lesson plan training and math coaching. PALS tutors, iStation day tutors, afterschool tutors, and Behavior Intervention Support Personnel. Data has shown that with these</p>
<p>3. In what ways are parents involved in the school's improvement efforts and their children's education?</p>	<p>Parents support the school's improvement efforts by attending parent teacher conferences, volunteering in classes and serving on various school committees.</p>
<p>STAFFING & RELATIONSHIPS 1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	<p>Petersburg currently host job fairs to attract teachers to the district. Teachers are hired based on the needs of the district and the certification level of the candidates seeking employment. Once hired, teachers are assigned to classes and grades based on their experience, preference, and/or needs of the school. The process currently in place works to a certain degree. The recruitment efforts began in early spring, giving us a greater chance of attracting and maintaining highly qualified teachers. It would be helpful to offer incentives or signing bonuses to potential employees. It would also be helpful if salaries were raised to match surrounding districts. Human Resources screen all applicants and highly qualified applicants are scheduled to be interviewed by the school's principal, Director of Elementary Instruction, and other designated Central Office personnel. All schools are given opportunities to</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>A teacher's quality is evaluated throughout the school year through formal and informal observations and student achievement data. The Petersburg City Public Schools' Teacher Evaluation System is used to rate teachers in each of the seven categories.</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 who meet exemplary status on the teacher evaluation system which includes the student growth measure will receive a \$3,000 incentive pay stipend. The 10 teachers with the highest evaluation score will receive the stipend.</p> <p>b.) Teachers are provided professional development based on their needs, student data, and district and state requirements.</p> <p>The principal assigns individual, grade level, or school-wide professional development sessions on PD 360 based upon the needs of teachers and students as identified by formative assessment data.</p> <p>The external partner provides individual, grade level, and school-wide professional development sessions based upon needs identified by student data and classroom observations conducted by school administrators and the external partner.</p> <p>New teachers and staff participate in a school level orientation with the principal, Title I Team, and grade level chairpersons. During the orientation, new employees engage in active discussion on school level expectations, professionalism, philosophies, practices, and differences (current issues and challenges) of the school through open dialogue. Professional development lessons/goals will be determined by data analysis of the following assessments:</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 with feedback from the Assistant Superintendent, and the Director of Elementary Education using the Petersburg City Public Schools' Principal Evaluation tool. At least three formal observations are conducted</p>
<p>5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?</p>	<p>The relationship within the school's Leadership Team/and Improvement Committee is cohesive. All members are afforded the opportunity to engage in open dialogue regarding the state of the school, the decision making process, and all members offer valuable input that contribute to the growth of the school. All members of the leadership team will take an active role in providing professional development session at the school level.</p> <p>The relationship between the Lead Turnaround Partner (LTP) (Edison Learning) and the principal is interconnected. The LTP works alongside the principal to ensure that the mission/vision for the school is executed to its maximum potential. Weekly site reports are submitted by the external partner to summarize the work that is completed with an outline for next steps. Some of support that is provided to the principal by the LTP includes: staff development</p>

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<p>DECISION-MAKING PROCESS & AUTONOMY</p> <p>1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p>	<p>Most of the decisions made in the school are based on data. Because data is collected and reviewed regularly by the school's Leadership Team, they play an essential role in the decision making process. It is the goal of the Leadership Team to use data to inform decisions for school improvement. There are members on the Leadership Team from each grade level and department at the school that serve as liaisons for their teams/departments. The principal, who is the school's instruction leader, makes all final decisions about the school's improvement plan with input from the Leadership Team.</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>Currently there are no policy barriers that prevent the school from succeeding.</p>
<p>PHASE OUT PLANNING (specific to Cohort I and II)</p> <p>1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p>	<p>Support services that should be maintained:</p> <ul style="list-style-type: none"> • Day-Time tutors • Professional Development • Software renewals (ST Math) • Accelerated Reader Incentives <p>The administrators will meet with the external partner and the internal lead to develop a specific plan for phase out. The leadership team will make plans to take on extra duties that may be affected by the loss of SIG funds. (For example, the Accelerated Reader Coach will not return, etc.). The phase out plan will be reviewed during alternate governance meetings as evidenced by monthly meeting notes. The district's administrative team will meet with the external partner, internal lead partner, and school administrators to provide input for phase out. District administrators will review the progress of the phase out plan during monthly alternate governance meetings. The phase out process will include:</p> <ul style="list-style-type: none"> • District administrators: Provide input regarding possible alternative funding sources for resources that need to be continued; provide approval of final phase out plan or provide input for possible revisions.

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<p>2. What supports from the state would be the most helpful as these federal funds end?</p>	<ul style="list-style-type: none"> • Continuation of technical assistance • Continued funding for day-time tutors and other resources needed to improve student achievement.
<p>Required Elements</p>	
<p>Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p>School 1 Name:</p>	<p style="text-align: right;">0</p>
<p>Required element</p>	<p>Response</p>
<p>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p>	<p style="text-align: center;">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 style="text-align: center;">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>*This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.</p>	<p>During the 2011-2012 school year the students received 72,000 minutes of learning time. During the 2012-2013 school year the learning time increased to 77,700 minutes allow for more time for instruction in core academic subjects and other subjects and to allow for more time for teachers to collaborate, plan, and engage in professional development.</p>
<p>d. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged</p>	<p>See School Demographics tab in Indistar.</p>

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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>Analysis of data indicates that Stuart need improvement in specific areas based on the pass rates for 2010-2011, 2011-2012, and preliminary 2012-2013 data:</p> <p>Area 1: Writing continues to be a struggle for Stuart (68, 63, 66)</p> <p>Area 2: Overall Reading for Grades 3, 4, and 5 met or were close to meeting the state benchmark score for the past 2 years. However, preliminary scores for 2012-2013 paint a different picture for grade 3 and 4. This may be attributed to the new Reading test format. Performance by question will be analyzed once data becomes available. Grade 3 (76, 70, 49), Grade 4 (78, 83, 48), and Grade 5 (78, 91, 70)</p> <p>History and Science scores have met or exceeded state benchmark for the past 2 years and current; however preliminary scores for Science grade 5 declined. This may be attributed to the new test format. Performance by question will be analyzed once data becomes available. Grade 3 History (80, 88, 77) Grade 5 VA Studies (95, 97, 86) Science Grade 3 (84, 84, 72) and Grade 5 Science (76, 83, 67).</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>The school was built in 1966 with an addition completed in 1973 and 2008. There are 27 classrooms and 5 support spaces. The library is 8, 190 square feet and the cafeteria is 6,156 square feet. The physical education and recess which included the gym and the playground area is 4,558 square feet.</p> <p>Playground description:</p> <ul style="list-style-type: none"> • 66ft x 70ft • Approx.. 50ft handicap accessible ramp • Surrounded by a steel fence • Playground equipment consist of a 1 unit structure • 2 plastic slides • 1 tunnel • 1 set of a 7-ring monkey bars

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7. Information about the types of technology that are available to students and instructional staff	Promethean Boards in each classroom, Laptops for all teachers, PCs, IPADS, Swivel, Internet Service, and Instructional Software Programs (Internet-Based and CD ROM).
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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	26	96.30%
Teachers (not highly qualified)	1	3.70%
Teachers with less than 3 years in grade/subject	13	48%
Number of teachers with a provisional license	1	3.70%

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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>Teachers by Grade Level Years at JEB Stuart Elementary School</p> <p>Kindergarten 1 1 1 3</p> <p>First Grade 1 8 8 34</p> <p>Second Grade 3 8</p> <p>Third Grade 1 1 10</p> <p>Fourth Grade 3 3 9</p> <p>Fifth Grade 2 6 5</p> <p>Special Education</p>								
<p>Sample:</p> <table border="1"> <thead> <tr> <th>Yrs</th> <th>#Instructional Staff</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> </tr> <tr> <td>1</td> <td>6</td> </tr> <tr> <td>2</td> <td>4...</td> </tr> </tbody> </table>	Yrs	#Instructional Staff	0	1	1	6	2	4...	
Yrs	#Instructional Staff								
0	1								
1	6								
2	4...								

Tab 3: School 2 Reflections and Planning
and Required Elements

Required Elements	
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.	
Required element	Response
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	The Division Leaders, School Officials, Lead Turnaround Partners, and Chief Academic Officer works collaboratively to ensure that the intervention model for each school is fully implemented. Monitoring of the implementation is done twice a month in the Alternate Governance Meetings and Executive Alliance Meetings. The Memorandum of Understanding goals and objectives is used as a guiding document to monitor the implementation. Monthly, the MOU is updated and presented to the School Board for their review.
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	Edison Lead Turnaround Partner was selected because of Edison’s first year success across the State as an approved Turnaround Partner by VADOE. Petersburg was not required to conduct an RFP because VADOE had already conducted a RFP for the four approved vendors. Petersburg’s Superintendent and Assistant Superintendent contacted Edison to have an initial meeting. After the initial meeting, Edison was allowed to conduct a presentation for Petersburg School Board for approval.
3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.	The division's annual goal for student achievement on the state's assessments in reading and mathematics is to meet and/or exceed the state's benchmark of 75% pass rate for reading and 70% pass rate for mathematics. To monitor the SIG schools, Division leaders, Turnaround Partners, SIG Principals, relative staff, and the Chief Academic Officer meets monthly in the Alternative Governance Meetings and Executive Alliance meetings to review current student data. In the meetings, plans of action and interventions are discussed based on the results of the data. In addition, funding sources to provide additional support to meet the student achievement goals are discussed during the meetings.
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	With the additional 1003g and 1003a funds, the Division has the capacity to serve its Priority Schools. Because 4 out of the 8 schools are Priority Schools in the Division, the additional funding would allow for quality coaching, training, and professional development that will assist in building capacity so that the staff will be able to sustain after funding has ended. Funding will also allow for the purchase of research-based supplemental materials that are proven to increase student performance and measure growth. In addition, funding will be used to provide incentive pay and signing bonuses for hard to staff schools to attract and retain highly qualified applicants. Funds are used to purchase software tools to disaggregate data in a more efficient and timely manner so that school officials can determine

Tab 3: School 2 Reflections and Planning
and Required Elements

Required Elements	
Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	To ensure continued support of reform model chosen, the local school board is kept informed. The local board approved the reform model chosen and was involved in the process of selecting reform model. Monthly, the local school board is provided with data and updates about the progress of the schools. Lead Turnaround Partners present quarterly to the local school board with updates of the school's progress towards meeting the objectives.
2. Steps taken to secure the support of the parents for the reform model selected	During the planning stages of selecting a reform model, parent representatives served on the committee. To keep parents supportive of the reform model, the Division's Public Relations Office keep parents informed of division and school level meetings, schools' successes and progress, and parental involvement activities using the website, ALERT system (message system), social media, and written notifications. Parents attend and give feedback at school board
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	Based on the schools' needs, school level and division level staff, LTP, and the state liaison will collaborate to determine if using funds to hire staff is necessary. Professional development and coaching of existing staff may be the necessary step to improve student performance or meet an objective. Therefore, instead of hiring staff, funds will primarily be used for providing consultants to help build capacity with existing staff. If hiring of staff is needed with funds, then it will be for a position that can be sustained with other funding sources after the grant ends or for a temporary position in which the employee understands that the position will end once grant funding ends.
4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	The Chief Academic Officer serves as the State Liaison to support and collaborate with the Division to implement the Transformation Model. The State provides Technical Assistance from the Office of School Improvement to provide the Division with resources and information to continue to implement the Transformation Model. The Superintendent has restructured the organizational chart to include additional responsibilities for the Director of Federal Programs to support school improvement initiatives to continue building capacity. The Director of Federal Programs and School Improvement attends all school improvement trainings provided by VADOE Office of School Improvement and works closely with the Assistant Superintendent of Instruction and the Chief Academic Officer to be able sustain the support system provided by the Chief Academic Officer once funding ends. In addition, to build capacity, the Lead Turnaround

Tab 4: School 3 Reflections and Planning
and Required Elements

School 3 Name:	0
<p>Reflections and Planning Use this tab to reflect on the past year’s improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.</p>	
Question	Response
<p>Future Goals: 1. Please list 5 goals for the upcoming school year:</p>	
<p>School Climate: 1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? b. What were the most successful strategies used to change the school climate? c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	

Tab 4: School 3 Reflections and Planning
and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</p>	
<p>PROCESS STEPS / ATMOSPHERE OF CHANGE 1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?</p>	
<p>2. How are responsibilities divided amongst the team members?</p>	
<p>3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?</p>	

Tab 4: School 3 Reflections and Planning
and Required Elements

<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01)</p>	
<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	
<p>3. How did student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p>	

Tab 4: School 3 Reflections and Planning
and Required Elements

<p>EXTERNAL SUPPORT</p> <p>1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan?</p>	
<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	
<p>3. In what ways are parents involved in the school's improvement efforts and their children's education?</p>	
<p>STAFFING & RELATIONSHIPS</p> <p>1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	

Tab 4: School 3 Reflections and Planning
and Required Elements

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

Tab 4: School 3 Reflections and Planning
and Required Elements

<p>DECISION-MAKING PROCESS & AUTONOMY</p> <p>1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p>	
<p>2. What policy or practice barriers still exist to truly support the school in succeeding? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices).</p>	
<p>PHASE OUT PLANNING (specific to Cohort I and II)</p> <p>1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p>	

Tab 4: School 3 Reflections and Planning
and Required Elements

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

Tab 4: School 3 Reflections and Planning
and Required Elements

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

Tab 4: School 3 Reflections and Planning
and Required Elements

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

Tab 4: School 3 Reflections and Planning
and Required Elements

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

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

Tab 4: School 3 Reflections and Planning
and Required Elements

<p>9. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below)</p> <p>Sample:</p> <table data-bbox="138 456 464 602"><thead><tr><th>Yrs</th><th>#Instructional Staff</th></tr></thead><tbody><tr><td>0</td><td>1</td></tr><tr><td>1</td><td>6</td></tr><tr><td>2</td><td>4...</td></tr></tbody></table>	Yrs	#Instructional Staff	0	1	1	6	2	4...	
Yrs	#Instructional Staff								
0	1								
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Tab 4: School 3 Reflections and Planning
and Required Elements

Required Elements	
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.	
Required element	Response
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	
3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.	
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	

Tab 4: School 3 Reflections and Planning
and Required Elements

Required Elements	
Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	
2. Steps taken to secure the support of the parents for the reform model selected	
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	
4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	

Tab 5: School 4 Reflections and Planning
and Required Elements

School 1 Name:	0
<p>Reflections and Planning Use this tab to reflect on the past year's improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.</p>	
Question	Response
<p>Future Goals: 1. Please list 5 goals for the upcoming school year:</p>	
<p>School Climate: 1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? b. What were the most successful strategies used to change the school climate? c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	

Tab 5: School 4 Reflections and Planning
and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</p>	
<p>PROCESS STEPS / ATMOSPHERE OF CHANGE 1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?</p>	
<p>2. How are responsibilities divided amongst the team members?</p>	
<p>3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?</p>	

Tab 5: School 4 Reflections and Planning
and Required Elements

<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01)</p>	
<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	
<p>3. How did student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p>	

Tab 5: School 4 Reflections and Planning
and Required Elements

<p>EXTERNAL SUPPORT</p> <p>1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan?</p>	
<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	
<p>3. In what ways are parents involved in the school's improvement efforts and their children's education?</p>	
<p>STAFFING & RELATIONSHIPS</p> <p>1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	

Tab 5: School 4 Reflections and Planning
and Required Elements

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

Tab 5: School 4 Reflections and Planning
and Required Elements

<p>DECISION-MAKING PROCESS & AUTONOMY</p> <p>1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p>	
<p>2. What policy or practice barriers still exist to truly support the school in succeeding? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices).</p>	
<p>PHASE OUT PLANNING (specific to Cohort I and II)</p> <p>1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p>	

Tab 5: School 4 Reflections and Planning
and Required Elements

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

Tab 5: School 4 Reflections and Planning
and Required Elements

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

Tab 5: School 4 Reflections and Planning
and Required Elements

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

Tab 5: School 4 Reflections and Planning
and Required Elements

<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 5: School 4 Reflections and Planning
and Required Elements

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

Tab 5: School 4 Reflections and Planning
and Required Elements

Required Elements	
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.	
Required element	Response
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	
3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.	
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	

Tab 5: School 4 Reflections and Planning
and Required Elements

Required Elements	
Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	
2. Steps taken to secure the support of the parents for the reform model selected	
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	
4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	

Tab 6: School 5 Reflections and Planning
and Required Elements

School 5 Name:	0
<p>Reflections and Planning Use this tab to reflect on the past year's improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.</p>	
Question	Response
<p>Future Goals: 1. Please list 5 goals for the upcoming school year:</p>	
<p>School Climate: 1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? b. What were the most successful strategies used to change the school climate? c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	

Tab 6: School 5 Reflections and Planning
and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</p>	
<p>PROCESS STEPS / ATMOSPHERE OF CHANGE 1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?</p>	
<p>2. How are responsibilities divided amongst the team members?</p>	
<p>3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?</p>	

Tab 6: School 5 Reflections and Planning
and Required Elements

<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01)</p>	
<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	
<p>3. How did student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p>	

Tab 6: School 5 Reflections and Planning
and Required Elements

<p>EXTERNAL SUPPORT</p> <p>1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan?</p>	
<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	
<p>3. In what ways are parents involved in the school's improvement efforts and their children's education?</p>	
<p>STAFFING & RELATIONSHIPS</p> <p>1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	

Tab 6: School 5 Reflections and Planning
and Required Elements

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

Tab 6: School 5 Reflections and Planning
and Required Elements

<p>DECISION-MAKING PROCESS & AUTONOMY</p> <p>1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p>	
<p>2. What policy or practice barriers still exist to truly support the school in succeeding? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices).</p>	
<p>PHASE OUT PLANNING (specific to Cohort I and II)</p> <p>1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p>	

Tab 6: School 5 Reflections and Planning
and Required Elements

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

Tab 6: School 5 Reflections and Planning
and Required Elements

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

Tab 6: School 5 Reflections and Planning
and Required Elements

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

Tab 6: School 5 Reflections and Planning
and Required Elements

<p>7. Information about the types of technology that are available to students and instructional staff</p>	
--	--

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

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

Tab 6: School 5 Reflections and Planning
and Required Elements

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

Tab 6: School 5 Reflections and Planning
and Required Elements

Required Elements	
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.	
Required element	Response
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	
3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.	
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	

Tab 6: School 5 Reflections and Planning
and Required Elements

Required Elements	
Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	
2. Steps taken to secure the support of the parents for the reform model selected	
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	
4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	

Tab 7: School 6 Reflections and Planning
and Required Elements

School 6 Name:	0
<p>Reflections and Planning Use this tab to reflect on the past year's improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.</p>	
Question	Response
<p>Future Goals: 1. Please list 5 goals for the upcoming school year:</p>	
<p>School Climate: 1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? b. What were the most successful strategies used to change the school climate? c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	

Tab 7: School 6 Reflections and Planning
and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</p>	
<p>PROCESS STEPS / ATMOSPHERE OF CHANGE 1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?</p>	
<p>2. How are responsibilities divided amongst the team members?</p>	
<p>3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?</p>	

Tab 7: School 6 Reflections and Planning
and Required Elements

<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01)</p>	
<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	
<p>3. How did student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p>	

Tab 7: School 6 Reflections and Planning
and Required Elements

<p>EXTERNAL SUPPORT</p> <p>1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan?</p>	
<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	
<p>3. In what ways are parents involved in the school's improvement efforts and their children's education?</p>	
<p>STAFFING & RELATIONSHIPS</p> <p>1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	

Tab 7: School 6 Reflections and Planning
and Required Elements

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

Tab 7: School 6 Reflections and Planning
and Required Elements

<p>DECISION-MAKING PROCESS & AUTONOMY</p> <p>1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p>	
<p>2. What policy or practice barriers still exist to truly support the school in succeeding? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices).</p>	
<p>PHASE OUT PLANNING (specific to Cohort I and II)</p> <p>1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p>	

Tab 7: School 6 Reflections and Planning
and Required Elements

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

Tab 7: School 6 Reflections and Planning
and Required Elements

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

Tab 7: School 6 Reflections and Planning
and Required Elements

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

Tab 7: School 6 Reflections and Planning
and Required Elements

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

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

Tab 7: School 6 Reflections and Planning
and Required Elements

<p>9. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below)</p> <p>Sample:</p> <table data-bbox="138 456 464 602"><thead><tr><th>Yrs</th><th>#Instructional Staff</th></tr></thead><tbody><tr><td>0</td><td>1</td></tr><tr><td>1</td><td>6</td></tr><tr><td>2</td><td>4...</td></tr></tbody></table>	Yrs	#Instructional Staff	0	1	1	6	2	4...	
Yrs	#Instructional Staff								
0	1								
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Tab 7: School 6 Reflections and Planning
and Required Elements

Required Elements	
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Required element	Response
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Tab 7: School 6 Reflections and Planning
and Required Elements

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Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.	
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Tab 8: School 7 Reflections and Planning
and Required Elements

School 7 Name:	0
<p>Reflections and Planning Use this tab to reflect on the past year’s improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.</p>	
Question	Response
<p>Future Goals: 1. Please list 5 goals for the upcoming school year:</p>	
<p>School Climate: 1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? b. What were the most successful strategies used to change the school climate? c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	

Tab 8: School 7 Reflections and Planning
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<p>2. Are there any anticipated barriers to further improving the school climate?</p>	
<p>PROCESS STEPS / ATMOSPHERE OF CHANGE 1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?</p>	
<p>2. How are responsibilities divided amongst the team members?</p>	
<p>3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?</p>	

Tab 8: School 7 Reflections and Planning
and Required Elements

<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01)</p>	
<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	
<p>3. How did student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p>	

Tab 8: School 7 Reflections and Planning
and Required Elements

<p>EXTERNAL SUPPORT</p> <p>1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan?</p>	
<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	
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<p>STAFFING & RELATIONSHIPS</p> <p>1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	
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Tab 8: School 7 Reflections and Planning
and Required Elements

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Tab 8: School 7 Reflections and Planning
and Required Elements

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<p>PHASE OUT PLANNING (specific to Cohort I and II)</p> <p>1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p>	

Tab 8: School 7 Reflections and Planning
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<p>2. What supports from the state would be the most helpful as these federal funds end?</p>	
<p>Required Elements Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p>School 1 Name:</p>	0
<p>Required element</p>	<p>Response</p>
<p>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>
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Tab 8: School 7 Reflections and Planning
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<p>c. Total number of minutes in the 2012-2013 school year that all students were required to attend and any additional increased learning time planned for 2013-2014</p> <p>*This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.</p>	
<p>d. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged</p>	<p>See School Demographics tab in Indistar.</p>

Tab 8: School 7 Reflections and Planning
and Required Elements

<p>5. Analysis of student achievement data with identified areas that need improvement based on 2010-2011, 2011-2012 and preliminary data for 2012-13</p> <p><u>Example:</u> Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70). (*Identified areas needing improvement should align with goal setting and action steps in the application powerpoint presentation.)</p> <p><u>Nonexample:</u> Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</p>	
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Tab 8: School 7 Reflections and Planning
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<p>7. Information about the types of technology that are available to students and instructional staff</p>	
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Teachers with less than 3 years in grade/subject		
Number of teachers with a provisional license		

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

Required Elements	
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.	
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Tab 8: School 7 Reflections and Planning
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Tab 9: School 8 Reflections and Planning
and Required Elements

School 8 Name:	0
<p>Reflections and Planning Use this tab to reflect on the past year's improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.</p>	
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Tab 9: School 8 Reflections and Planning
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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>	
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Tab 9: School 8 Reflections and Planning
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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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Tab 9: School 8 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)

Sample:

Yrs	#Instructional Staff
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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".

Name of School 1:	X	1003(a)	X	1003(g)							
A.P. Hill 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	\$ 5,000.00		\$ 148,217.15		\$ 153,217.15		\$ 2,184,355.48		\$ 2,337,572.63		
2000- Personnel (Benefits)	\$ 382.50		\$ 12,154.76		\$ 12,537.26		\$ 833,378.46		\$ 845,915.72		
3000- Purchased Services	\$ -		\$ 366,650.00		\$ 366,650.00		\$ 64,409.35		\$ 431,059.35		
4000 - Internal Services	\$ -		\$ -		\$ -		\$ 12,840.00		\$ 12,840.00		
5000- Other Charges	\$ 2,000.00		\$ 1,500.00		\$ 3,500.00		\$ -		\$ 3,500.00		
6000- Materials and Supplies	\$ -		\$ 6,000.00		\$ 6,000.00		\$ 37,891.00		\$ 43,891.00		
8000- Equipment Capital	\$ -		\$ -		\$ -		\$ -		\$ -		
Total	\$ 7,382.50		\$ 534,521.91		\$ 541,904.41		\$ 3,132,874.29		\$ 3,674,778.70		
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.											
Sample Entry		Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)									
1000 - Personnel		Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)									
Expenditure Codes		Budget Narrative									

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

1000 - Personnel	Intervention Specialist -part-time (\$9.51 per hour*5.5hrs/\$237.75*38 weeks=\$9034.50); Principal Signing Bonus-Indicator G1 (\$20,000); Principal Pay for Performance-Indicator H14 (\$20,000); Teacher Pay for Performance-Indicator C7 H14(\$30,000- 10 teachers per \$3000); Assistant Principal Pay for Performance- Indicator H14 (\$10,000) Division set aside-Supervisor of School Improvement Salary Supplement Indicator TAO3, E6 (\$5,000); Day Tutors Indicator TAO2 (\$75 per day*3days*37weeks=\$49950.00); After School Tutors-Indicator TAO2(369 hours*\$25 per
2000- Personnel (Benefits)	FICA 0.765% Intervention Specialist (\$692); Principal Salary and Pay for Performance FICA (\$3060); FICA Supervisor of School Improvement Salary (\$382.50); FICA Teacher Pay for Performance (\$2295); FICA Day Tutors (\$4585.41); FICA After School Tutors (\$757.35); FICA Assistant Principal Pay for Performance (\$765) Other Expenses FICA for Title I Staff (\$76,463.25): FICA State/Local Funds used for FICA and Benefits of Personnel earmarked for
3000- Purchased Services	Edison Lead Turnaround Partner Year 3- Indicators G6 (\$300,000); I-Ready-Indicator TAO2 (\$6500); Teacher Studio-Indicator TAO2 (\$2000); ST Math-Indicator TAO2 (\$3500); Datacation-Indicator G3, TAO1 (\$500); I-Ready Math-Indicator TAO2 (\$9,000); Chief Academic Officer- Indicator TAO3, G6 (\$27750); State Facilitator Set Aside- Indicator TAO3 (\$3000); Math Consultant- Indicator I9 (\$1200*12 days= \$14400) Other Expenses Title I Professional Development and Software Subscriptions (\$64,409.35)
4000 - Internal Services	Other Expenses Title I (\$10,000); State/Local (\$2840)

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

<p>5000- Other Charges</p>	<p>Division Set Aside-Travel Supervisor of School Improvement- Indicator I4 (\$2000); School Staff Travel-Indicator I4, I6 (\$1500) Other Expenses Title I (\$9,536); State/Local (\$86428)</p>
<p>6000- Materials and Supplies</p>	<p>Student Incentives for AR/Cougar Bucks-Indicator K11 (\$3,000); Planners for Students to Communicate to Parents about homework-Indicator K10 (\$2,000); Teacher Recognition- certificates, plaques, -Indicator H15 (\$1,000) Other Expenses Title I (\$20,501); State/Local (\$17390.48)</p>
<p>8000- Equipment Capital Outlay</p>	

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

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2013 through September 30, 2014**, only. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-aside, Title II, Part A; Title III, Part A; Title IV, Part B, Title VI, Part B; and state and/or local resources under "Other Expenses".

Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
	1000 - Personnel	\$ 5,000.00	\$ 148,217.15	\$ 153,217.15	\$ 1,738,751.00
2000- Personnel (Benefits)	\$ 382.50	\$ 12,154.76	\$ 12,537.26	\$ 667,337.64	\$ 679,874.90
3000- Purchased Services	\$ -	\$ 358,850.00	\$ 358,850.00	\$ 30,801.37	\$ 389,651.37
4000 - Internal Services	\$ -	\$ -	\$ -	\$ 2,400.00	\$ 2,400.00
5000- Other Charges	\$ 2,000.00	\$ 1,500.00	\$ 3,500.00	\$ 98,340.00	\$ 101,840.00
6000- Materials and Supplies	\$ -	\$ 17,051.29	\$ 17,051.29	\$ 35,886.60	\$ 52,937.89
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 7,382.50	\$ 537,773.20	\$ 545,155.70	\$ 2,573,516.61	\$ 3,118,672.31
<p>Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.</p>					
<p>Sample Entry</p> <p>1000 - Personnel</p>	<p>Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)</p> <p>Other Expenses</p> <p>Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>				
Expenditure Codes	Budget Narrative				

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

1000 - Personnel	Intervention Specialist -part-time (\$9.51 per hour*5.5hrs/\$237.75*38 weeks=\$9034.50); Principal Signing Bonus-Indicator G1 (\$20,000); Principal Pay for Performance-Indicator H14 (\$20,000); Teacher Pay for Performance-Indicator C7 H14(\$30,000- 10 teachers per \$3000); Assistant Principal Pay for Performance- Indicator H14 (\$10,000) Division set aside-Supervisor of School Improvement Salary Supplement Indicator TAO3, E6 (\$5,000); Day Tutors Indicator TAO2 (\$75 per day*3days*37weeks=\$49950.00); After School Tutors-Indicator TAO2(369 hours*\$25 per
2000- Personnel (Benefits)	FICA 0.765% Intervention Specialist (\$692); Principal Salary and Pay for Performance FICA (\$3060); FICA Supervisor of School Improvement Salary (\$382.50); FICA Teacher Pay for Performance (\$2295); FICA Day Tutors (\$4585.41); FICA After School Tutors (\$757.35); FICA Assistant Principal Pay for Performance (\$765) Other Expenses FICA for Title I Staff (\$60, 517.73); State/Local (\$606819.91)
3000- Purchased Services	Edison Lead Turnaround Partner Year 3-Indicator G6 (\$300,000); I STATION-Indicator TAO2 (\$6500); Teacher Studio Indicator TAO2(\$2000); ST Math-Indicator TAO2 (\$3500); Teach First -Indicator TAO2 (\$1200); Datacation- Indicator G3 (\$500); Chief Academic Officer-Indicator TAO3 (\$27750); State Facilitator Set Aside -Indicator TAO 3(\$3000); Math Consultant-Indicator I9 (\$1200*12 days= \$14400) Other Expenses Title I Professional Development and Software Subscriptions (\$28,422.37) State/Local :(\$2379)
4000 - Internal Services	Other Expenses State/Local (\$2400)

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

<p>5000- Other Charges</p>	<p>Supervisor of School Improvement travel- Division set aside- Indicator I4, I6 (\$2000); School Staff Travel-Indicator I4, I6 (\$1500) Other Expenses Title I (\$4,860); State/Local (\$93480)</p>
<p>6000- Materials and Supplies</p>	<p>Student Incentives -Indicator K11 (\$3,000); Instructional Materials- Focus SOL Deficit Areas-Indicator K6 (\$3,000); Teacher Recognition- certificates, plaques, etc. Indicator H14 (\$1,000); Classroom Library Materials-Indicator K9 (\$6051.29); Writing Instructional Materials & Supplies-Indicator K6(\$4,000) Other Expenses Title I (\$3,897.85); State/Local (\$31988.75)</p>
<p>8000- Equipment Capital Outlay</p>	

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

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2013 through September 30, 2014**, only. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-aside, Title II, Part A; Title III, Part A; Title IV, Part B, Title VI, Part B; and state and/or local resources under "Other Expenses".

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

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

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

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

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

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

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2013 through September 30, 2014**, only. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-aside, Title II, Part A; Title III, Part A; Title IV, Part B, Title VI, Part B; and state and/or local resources under "Other Expenses".

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

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

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

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

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

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

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2013 through September 30, 2014**, only. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-aside; Title II, Part A; Title III, Part A; Title IV, Part B, Title VI, Part B; and state and/or local resources under "Other Expenses".

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

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

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

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

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

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

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2013 through September 30, 2014**, only. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-aside; Title II, Part A; Title III, Part A; Title IV, Part B, Title VI, Part B; and state and/or local resources under "Other Expenses".

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

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

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

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

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

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

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2013 through September 30, 2014**, only. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-aside, Title II, Part A; Title III, Part A; Title IV, Part B, Title VI, Part B; and state and/or local resources under "Other Expenses".

	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	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<p>Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.</p>							
Sample Entry	<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>						
1000 - Personnel	<p>Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>						
Expenditure Codes	Budget Narrative						

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

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

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

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

Tab 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 8:	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			\$ -		\$ -	\$ -	\$ -
Total	\$ -		\$ -		\$ -	\$ -	\$ -
<p>Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.</p>							
<p>Sample Entry</p> <p>1000 - Personnel</p>		<p>Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)</p> <p>Other Expenses</p> <p>Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>					
Expenditure Codes		Budget Narrative					

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

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

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

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

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

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

		X	1003(a)	X	1003(g)		
Name of School 1:		A.P. Hill 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	\$ 5,000.00	\$ 150,084.50	\$ 155,084.50	\$ 2,184,355.48	\$ 2,339,439.98		
2000- Personnel (Benefits)	\$ 382.50	\$ 12,246.56	\$ 12,629.06	\$ 833,378.46	\$ 846,007.52		
3000- Purchased Services	\$ -	\$ 260,650.00	\$ 260,650.00	\$ 64,409.35	\$ 325,059.35		
4000 - Internal Services	\$ -	\$ -	\$ -	\$ 12,840.00	\$ 12,840.00		
5000- Other Charges	\$ 2,000.00	\$ 1,500.00	\$ 3,500.00	\$ 95,964.00	\$ 99,464.00		
6000- Materials and Supplies	\$ -	\$ 22,000.00	\$ 22,000.00	\$ 37,891.00	\$ 59,891.00		
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -		
Total	\$ 7,382.50	\$ 446,481.06	\$ 453,863.56	\$ 3,228,838.29	\$ 3,682,701.85		
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.							
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)						
1000 - Personnel	Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)						
Expenditure Codes	Budget Narrative						

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

1000 - Personnel	Intervention Specialist- (\$9.51 per hour*5.5hrs/\$237.75*38 weeks=\$9034.50); Principal Signing Bonus-Indicator G1 (\$20,000); Principal Pay for Performance-Indicator H14 (\$20,000); Assistant Principal Pay for Performance-Indicator H14 (\$10,000) Teacher Pay for Performance- Indicator C7 H14(\$30,000- 10 teachers per \$3000); Division set aside-Supervisor of School Improvement Salary Supplement Indicator TAO3, E6 (\$5,000); Day Tutors Indicator TAO2 (\$75 per day*3days*37weeks=\$49950.00); School Improvement Summer Transition TeamTAO1, TAO3
2000- Personnel (Benefits)	FICA 0.765% Intervention Specialist (\$692); Principal Salary and Pay for Performance FICA (\$3060); FICA Supervisor of School Improvement Salary (\$382.50); FICA Teacher Pay for Performance (\$2295); FICA Day Tutors (\$4585.41); FICA Summer SIP Team (\$573.75); FICA Saturday Tutors (\$275.40); Assistant Principal Pay for Performance FICA (\$765) <u>Other Expenses</u>
3000- Purchased Services	Alternate Lead Partner-PD, Consultants, Coaching- Indicator G6, I9 (\$185,000) I-Ready- Indicator TAO2 (\$6500); Teacher Studio-Indicator TAO2 (\$2000); ST Math-Indicator TAO2 (\$3500); Datacasion- Indicator G3 (\$500); I-Ready Math/Reading-Indicator TAO2 (\$18,000); Chief Academic Officer-Indicator TAO3 (\$27750); State Facilitator Set Aside Indicator TAO3(\$3000); Math Consultant - Indicator G6, I9 (\$1200*12 days= \$14400) <u>Other Expenses</u> Title I Professional Development and Software Subscriptions (\$64,409.35)
4000 - Internal Services	<u>Other Expenses</u> Title I (\$10,000); State/Local (\$2840)

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

<p>5000- Other Charges</p>	<p>Division Set Aside-Travel Supervisor of School Improvement- Indicator I4 (\$2000); School Staff Travel-Indicator I4, I6 (\$1500) Other Expenses Title I (\$9,536); State/Local (\$86428)</p>
<p>6000- Materials and Supplies</p>	<p>Student Incentives for AR/Cougar Bucks-Indicator K11 (\$3,000); Instructional Materials-Focus on SOL deficit areas-Indicator TAO2 (\$5,000); Teacher Recognition- certificates, plaques,Indicator H15 (\$1,000) Other Expenses Title I (\$20,501)</p>
<p>8000- Equipment Capital Outlay</p>	

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

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

	X	1003(a)	X	1003(g)		
Name of School 2:	J.E.B. Stuart 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	\$ 5,000.00	\$ 150,084.50	\$ 155,084.50	\$ 1,750,001.00	\$ 1,905,085.50	
2000- Personnel (Benefits)	\$ 382.50	\$ 12,246.56	\$ 12,629.06	\$ 667,337.64	\$ 679,966.70	
3000- Purchased Services	\$ -	\$ 242,650.00	\$ 242,650.00	\$ 30,801.37	\$ 273,451.37	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ 2,400.00	\$ 2,400.00	
5000- Other Charges	\$ 2,000.00	\$ 1,500.00	\$ 3,500.00	\$ 98,340.00	\$ 101,840.00	
6000- Materials and Supplies	\$ -	\$ 9,000.00	\$ 9,000.00	\$ 35,886.60	\$ 44,886.60	
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ 7,382.50	\$ 415,481.06	\$ 422,863.56	\$ 2,584,766.61	\$ 3,007,630.17	
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.						
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)					
1000 - Personnel	Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)					
Expenditure Codes	Budget Narrative					

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

<p>1000 - Personnel</p>	<p>Intervention Specialist- (\$9.51 per hour*5.5hrs/\$237.75*38 weeks=\$9034.50); Principal Signing Bonus-Indicator G1 (\$20,000); Principal Pay for Performance-Indicator H14 (\$20,000); Assistant Principal Pay for Performance-Indicator H14 (\$10,000) Teacher Pay for Performance- Indicator C7 H14(\$30,000- 10 teachers per \$3000); Division set aside-Supervisor of School Improvement Salary Supplement Indicator TAO3, E6 (\$5,000); Day Tutors Indicator TAO2 (\$75 per day*3days*37weeks=\$49950.00); School Improvement Summer Transition TeamTAO1, TAO3</p>
<p>2000- Personnel (Benefits)</p>	<p>FICA 0.765% Intervention Specialist (\$692); Principal Salary and Pay for Performance FICA (\$3060); FICA Supervisor of School Improvement Salary (\$382.50); FICA Teacher Pay for Performance (\$2295); FICA Day Tutors (\$4585.41); FICA Summer SIP Team (\$573.75); FICA Saturday Tutors (\$275.40); Assistant Principal Pay for Performance FICA (\$765 FICA for Title I Staff (\$60, 517.73); State/Local FICA/Benefits for Stuart Personnel (\$606819.91)</p>
<p>3000- Purchased Services</p>	<p>Alternate Lead Partner-PD, Consultants, Coaching- Indicator G6, I9 (\$185,000) I STATION- Indicator TAO2 (\$6500); Teacher Studio-Indicator TAO2 (\$2000); ST Math-Indicator TAO2 (\$3500); Datacation- Indicator G3 (\$500); Chief Academic Officer-Indicator TAO3 (\$27750); State Facilitator Set Aside Indicator TAO3(\$3000); Math Consultant-Indicator G6, I9 (\$1200*12 days= \$14400) Other Expenses Title I Professional Development and Software Subscriptions (\$28,422.37) State/Local: (\$2379)</p>
<p>4000 - Internal Services</p>	

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

<p>5000- Other Charges</p>	<p>Supervisor of School Improvement travel- Division set aside-Indicator I4 (\$2000); School Staff Travel- Indicator I4, I6 (\$1500) Other Expenses Title I (\$4,860); State/Local (\$93,480)</p>
<p>6000- Materials and Supplies</p>	<p>Student Incentives-Indicator K11 (\$3,000); Instructional Materials- Focus SOL Deficit Areas- Indicator TAO2 (\$5,000); Teacher Recognition- certificates, plaques, etc.- Indicator H15 (\$1,000) Other Expenses Title I (\$3,897.85) State/Local: (\$31,988.75)</p>
<p>8000- Equipment Capital Outlay</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	\$ -	\$ -	\$ -	\$ -	\$ -		
Total	\$ -	\$ -	\$ -	\$ -	\$ -		
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.							
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)						
1000 - Personnel							
	Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)						
Expenditure Codes	Budget Narrative						

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

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

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

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

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

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

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

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

<p>1000 - Personnel</p>	<p>Teacher Pay for Performance (\$30,000- 10 teachers per \$3000); 4 Day Tutors \$15 per hour*5.5hours/\$82.50 per day/\$412.50per week *37 weeks= (\$61048); 9th Grade Summer Academy Staff - (7 teach (6.25hrs*26days*\$25); 1coor (7hrs*26days*\$28); 1para (6.25hrs*26days*\$15) = (\$31,908.50) Other Expenses Title I Instructional Specialists (\$52,582); Title I Reading and Math Specialist (\$103, 001.64); Title I Aides (\$15,506) Title I Day Tutors (\$9750); Saturday Tutors (\$7500)</p>
<p>2000- Personnel (Benefits)</p>	<p>Teacher Pay for Performance FICA 7.65% (\$2295); FICA Day Tutors (\$4670.17); 9th Grade Summer Academy (\$2441) Other Expenses Title I (\$73,181.63)</p>
<p>3000- Purchased Services</p>	<p>ISTATION (\$6500); Teacher Studio (\$2000); Teach First Editure (\$1200); Datacation (\$500); Carnegie Math (\$20,250); Achieve 3000 (\$29,638); Chief Academic Officer (\$13750); Math Consultant Debb Bliss \$1200*12 days (\$14400); State Facilitator-set aside (\$3000); ARDT Diagnostic 618 Students*\$4.00 (\$2460) My Access/Vantage Learning (\$7905); Alternate Lead Partner-Coaching, PD, Consultants TBA (\$128,785.15) Other Expenses Title I (\$22,478.98)</p>
<p>4000 - Internal Services</p>	

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

<p>5000- Other Charges</p>	<p>Supervisor of School Improvement Travel (\$2000); School Staff Travel (\$1500) Other Expenses Title I (\$6,202.15)</p>
<p>6000- Materials and Supplies</p>	<p>Student Incentives (\$2,000); Instructional Materials- Focus SOL Deficit Areas (\$5,000); Teacher Recognition- certificates, plaques, etc. (\$1,000) Other Expenses Title I (\$4,450.81)</p>
<p>8000- Equipment Capital Outlay</p>	

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

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

	0	1003(a)	0	1003(g)		
Name of School 5:	0					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -	
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ -	\$ -	\$ -	\$ -	
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.						
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)					
1000 - Personnel	Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)					
Expenditure Codes	Budget Narrative					

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	0	1003(a)	0	1003(g)	
Name of School 8:	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	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ -	\$ -

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

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

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

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

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

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

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

Summary Year 1		All Schools			
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ 10,000.00	\$ 296,434.30	\$ 306,434.30	\$ 3,923,106.48	\$ 4,229,540.78
2000- Personnel (Benefits)	\$ 765.00	\$ 24,309.52	\$ 25,074.52	\$ 1,500,716.10	\$ 1,525,790.62
3000- Purchased Services	\$ -	\$ 725,500.00	\$ 725,500.00	\$ 95,210.72	\$ 820,710.72
4000 - Internal Services	\$ -	\$ -	\$ -	\$ 15,240.00	\$ 15,240.00
5000- Other Charges	\$ 4,000.00	\$ 3,000.00	\$ 7,000.00	\$ 98,340.00	\$ 105,340.00
6000- Materials and Supplies	\$ -	\$ 23,051.29	\$ 23,051.29	\$ 73,777.60	\$ 96,828.89
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 14,765.00	\$ 1,072,295.11	\$ 1,087,060.11	\$ 5,706,390.90	\$ 6,793,451.01
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	\$ 10,000.00	\$ 300,169.00	\$ 310,169.00	\$ 3,934,356.48	\$ 4,244,525.48
2000- Personnel (Benefits)	\$ 765.00	\$ 24,493.12	\$ 25,258.12	\$ 1,500,716.10	\$ 1,525,974.22
3000- Purchased Services	\$ -	\$ 503,300.00	\$ 503,300.00	\$ 95,210.72	\$ 598,510.72
4000 - Internal Services	\$ -	\$ -	\$ -	\$ 15,240.00	\$ 15,240.00
5000- Other Charges	\$ 4,000.00	\$ 3,000.00	\$ 7,000.00	\$ 194,304.00	\$ 201,304.00
6000- Materials and Supplies	\$ -	\$ 31,000.00	\$ 31,000.00	\$ 73,777.60	\$ 104,777.60
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 14,765.00	\$ 861,962.12	\$ 876,727.12	\$ 5,813,604.90	\$ 6,690,332.02
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	\$ 20,000.00	\$ 596,603.30	\$ 616,603.30	\$ 7,857,462.96	\$ 8,474,066.26
2000- Personnel (Benefits)	\$ 1,530.00	\$ 48,802.64	\$ 50,332.64	\$ 3,001,432.20	\$ 3,051,764.84
3000- Purchased Services	\$ -	\$ 1,228,800.00	\$ 1,228,800.00	\$ 190,421.44	\$ 1,419,221.44
4000 - Internal Services	\$ -	\$ -	\$ -	\$ 30,480.00	\$ 30,480.00
5000- Other Charges	\$ 8,000.00	\$ 6,000.00	\$ 14,000.00	\$ 292,644.00	\$ 306,644.00
6000- Materials and Supplies	\$ -	\$ 54,051.29	\$ 54,051.29	\$ 147,555.20	\$ 201,606.49
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 29,530.00	\$ 1,934,257.23	\$ 1,963,787.23	\$ 11,519,995.80	\$ 13,483,783.03

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

Expenditure Code Definitions

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

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

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

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

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

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

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

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

INFORMATION REGARDING NEW GUIDANCE

<p>Assurances: The local educational agency (LEA) assures that 1003(a) and 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under Virginia’s <i>ESEA Flexibility Waiver</i> and unwaived requirements under <i>No Child Left Behind Act of 2001</i> (NCLB). This includes the following assurances.</p>
<p>The school division must assure that it:</p>
<p>1. Ensures schools receiving funds implement one of the four USED models or USED turnaround principles;</p>
<p>2. Uses its funds to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements, to include all requirements of the USED turnaround principles;</p> <ul style="list-style-type: none"> • providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround initiative effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget; • ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround initiative effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs; • redesigning the school day, week, or year to include additional time for student learning and teacher collaboration; • strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards; • using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data; • establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs; and • providing ongoing mechanisms for family and community engagement.
<p>3. Uses <i>Indistar</i>™, an online school improvement tool;</p>
<ul style="list-style-type: none"> • Establishes annual goals for student achievement on the state's assessments in both reading/language arts and mathematics; • Collects meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice; • Sets leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; • Completes an analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school;
<p>4. Follows Virginia's state requirements for teacher and principal evaluation under the <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Virginia Standards for the Professional Practice of Teachers</i> and the <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals</i> ;</p>

Tab 14: Assurances

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

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

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

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

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

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

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

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

Superintendent's Signature:

Date

Superintendent's Typed Name: