

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

[Submission Requirements](#)

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

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

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

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

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

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

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

Tab 1: Priority School Information

Division Name	Roanoke City Public Schools
Contact	Julie Drewry / Gregory Johnston
Address Line 1	40 Douglass Ave
Address Line 2	
City, VA, zipcode	Roanoke, VA 24014
Email Address	jdrewry@rcps.info / gjohnston@rcps.info
Telephone Number	540-853-2300

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

School 1 Name	Lincoln Terrace Elementary	Indicate which model the school has chosen with an X.					
Principal Name	Jamon Flowers	1	<input type="checkbox"/>	USED School Turnaround			
Address Line 1	1802 Liberty Rd	2	X	USED Transformation Model			
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model			
City, VA, zipcode	Roanoke, VA 24012	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	jflowers@rcps.info		X	1003(a)			
Telephone Number	540-853-2994		X	1003(g)			
NCES ID #:	510330001425	Indicate this school's cohort with an X.					
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/		Cohort I	X	Cohort II		Cohort III
		Indicate this school's tier with an X.					
		X	Tier I		Tier II		Tier III

School 2 Name	William Fleming High School	Indicate which model the school has chosen with an X.			
Principal Name	Archie Freeman	1	<input type="checkbox"/>	USED School Turnaround	
Address Line 1	3649 Ferncliff Ave	2	X	USED Transformation Model	
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode	Roanoke, VA 24017	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	afreeman@rcps.info		X	1003(a)	
Telephone Number	540-853-2781		X	1003(g)	
NCES ID #:	510330001438				

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

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

School 4 Name		Indicate which model the school has chosen with an X.						
Principal Name		1	<input type="checkbox"/>	USED School Turnaround				
Address Line 1		2	<input type="checkbox"/>	USED Transformation Model				
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model				
City, VA, zipcode								
Email Address		Indicate the source(s) of funding for which the school is eligible, and that you h						
Telephone Number			<input type="checkbox"/>	1003(a)				
NCES ID #:			<input type="checkbox"/>	1003(g)				
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	Indicate this school's cohort with an X.						
		<input type="checkbox"/>	Cohort I	<input type="checkbox"/>	<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"/>	<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:	Lincoln Terrace Elementary
<p>Reflections and Planning Use this tab to reflect on the past year's improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 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>Goal 1 - Ensure that at least 85% or more of K-1 students are reading on or above grade level of the school year measured by PALS and benchmarks. Strand K: K1-K9 Goal 2 - Increase the reading proficiency scores by 15% as measured by the 2014 SOLs. Strand K: K1-K9 Goal 3 - Lincoln Terrace Elementary School will maintain at least a 94% student attendance rate for the 2013-2014 school year measured by daily attendance records as well as weekly incentives for students with perfect attendance. Attendance records will be monitored beginning August 19, 2013 through May 30, 2014. Indicator: TA01 Goal 4 - Increase the overall math proficiency score by 10% measured by the 2014 SOLs. Strand K: K1-K9 Goal 5 - Increase the overall science proficiency score by 10% as measured by the 2014 SOLs. Strand K: K1-K9</p>
<p>School Climate: 1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? b. What were the most successful strategies used to change the school climate? c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	<p>1) a. School safety, culture, and climate have changed tremendously since the beginning of the school year. The classrooms are conducive to learning and there are school-wide behavior management practices that are effective within the school community. b. The most successful strategies used to change the school climate include the addition of a PBIS Coach to address student behavior issues, involvement in PBIS, building a better rapport with the Lincoln Terrace school community, and involving the staff in the decision-making process. Also, the hiring of a Student Mentor to assist the PBIS Coach as well as the Administrator on Assignment with discipline and creating an environment that is positive and supportive for teachers, students and parents. Indicators include: G2, J1</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>Barriers to further improving the school climate revolve around the low reading and writing scores this school year. The school may not be accredited in reading. Additionally, because we are in year three of the improvement plan, my teachers are overwhelmed with the level of professional development required. They feel that they are expected to immediately incorporate all suggestions from district level support team and state liason, which can be perceived as they are not meeting expectations.</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 is composed of grade level representatives. The grade level representatives are charged with the duty of bringing input from their grade level and delivering information back to their teachers. Lincoln Terrace also has an active PTA. The principal and other school staff members attend the meetings to share information with the parents. b. Decisions are communicated to all staff and stakeholders through meetings, parent nights, letters home, monthly newsletters, teacher memos, the school messenger system, website, and faculty meetings. Indicators include: H7</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>2. Responsibilities are divided according to each team members' area of strength or interest. For instance, when deciding who will be responsible for monitoring the various indicators, members were assigned according to their area of expertise.</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>3. New strategies or practices are monitored throughout the year through various processes. New instructional strategies are monitored through classroom walkthroughs, formal observations, and grade level discussions. New strategies are also monitored through Transformation meetings, PTA Meetings, and Leadership Meetings. We are to provide updates monthly. If the processes are working, we share and see what we can do in order to implement the strategies in other areas. If the processes are not working, we either tweak the practice or look at other alternatives that can be developed and implemented.</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 reading and mathematics using a variety of measures.</p> <p>1) In the area of mathematics, Lincoln Terrace relies on SOL results from the previous year to give teachers a baseline. During the fall, winter, and spring, the students take benchmark tests. It is important to note that formative assessments are used throughout the entire school year. Each test gives teachers an opportunity to see which students will need tutorials and remediation. Snapshots are completed on a regular basis to determine the need to re-teach, provide interventions, and reassess.</p> <p>2) In the area of reading, Lincoln Terrace also relies on SOL results from the previous year to give teachers a baseline to start the year. Similar to mathematics, additional support in reading is determined using benchmark test and snapshots. Reading support is also determined using iStation results and AIMS Web screening measures.</p> <p>Indicator(s): H2, TA02, TA03</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 instruction for students in Tier 1 by diversifying their assignments and projects. There are times students may complete a different versions of assessments. It is noted that my staff will receive professional development in this area beginning August 5.</p> <p>Formative assessments are used to determine gaps, weaknesses, strengths, and levels of mastery. With this information, teachers are expected to create and adjust as needed. Also, those assessments are discussed in our weekly professional learning communities to provide teachers with multiple opportunities to collaborate.</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>Individual goals were established based on the students' academic need as measured by formal and informal assessments. Once goals were identified students and teachers are able to create individual support plans, which provides tutors in the after-school program a guideline to what areas need to be re-emphasized. Also, teachers were able to create small groups and/or centers that were geared towards weaknesses.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>EXTERNAL SUPPORT</p> <p>1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan?</p>	<p>We have several community-based organizations that assist on a regular basis throughout the school year. Each organization brings a wealth of resources, such as books and food, and teaching citizenship skills and character education. Students are eager to be read to as well as learn about various opportunities that could lead to a life of success. Those organizations assist with building a bridge between the school and community as well as the importance of literacy. Some of the community based agencies include -- Congregations in Action, Bears to Book Buddies, Wells Fargo Bank, Junior Achievement, and Goodwill.</p> <p>Indicator: J3</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>We will continue to use the New Teacher Center (NTC) as a means of professional development in the areas of teacher leadership, instructional strategies (differentiation), maintaining a positive climate and changing a culture. During the fall, team leaders and content chairs will participate in a two-day workshop entitled, "Facilitating Inquiry Based Professional Learning Communities." Facilitators from the NTC will visit the school at least 4 times this year to provide suggestions and to closely assess progress. In addition, on a monthly basis we will participate in a conference call to discuss what's going well, areas of concerns, ideas for improvement, timelines for the improvement, how were the areas of improvement identified, and any other topics focused on school improvement as they may arise. It is important to note that, this summer, the principal has participated in a school visitation facilitated by the NTC where he had the opportunity to shadow a principal in a similar situation as Lincoln Terrace for a day. It is expected that a</p>
<p>3. In what ways are parents involved in the school's improvement efforts and their children's education?</p>	<p>Parents are provided with opportunities to participate in Transformation meetings, Lincoln Terrace's School Leadership Team, as well as complete surveys. Additionally, parents participated in curricula nights, monthly parent meetings, and parent conferences.</p>
<p>STAFFING & RELATIONSHIPS</p> <p>1. What process is used to assign teachers to positions, classes & grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	<p>The administration team looks closely at data from PALS, benchmarks, SOLs and strengths, which allows the administration to make data-informed placements/decisions. Teachers are provided with an opportunity to share their thoughts as well. It is important to note that the process for selecting teachers for positions begins with the Roanoke City Department of Human Resources process for screening candidates. This ensures that the candidates are qualified for positions within the school. All qualified candidates go through a screening interview and complete a written task to assess their lesson planning skills. The school administrator is able to select highly qualified, pre-screened candidates for second interviews and then make decisions about placement of teachers.</p> <p>Indicator(s): G6, K1-K11</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>This past school year, the state-mandated teacher evaluation instrument was introduced during faculty meetings. Throughout the school year teachers were introduced and/or presented with standards during their weekly grade level meetings. Each week a standard and sub-standard was the focus of the reflection. Once each standard was discussed, the principal continued to look at individual weaknesses and grade level weaknesses as correlated to evaluation standards. (It is important to note that the division's model is based on the state's model.)</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>Teachers having at least 75% or higher pass rate on benchmarks and/or SOLs were acknowledged during faculty and staff meetings. Teachers received plaques and certificates for earning this distinction. Teachers needing support were identify based on formal and informal observations and the pass rate of students on PALS, benchmarks, and Istation (at times). If a teacher had a pass rate of 70% or below, he/she received opportunities to have additional staff as support, such as the resource teacher, reading specialists or coaches. Also, if a teacher requested additional support, the principal ensured that their request was honored. At times, teachers were directed to utilize PD 360. For example, one teacher completed a PD 360 course to assist with classroom management.</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 was evaluated by the newly adopted Principal Evaluation Instrument which is based on the state model. The Executive Director of K-5 Instruction and the Superintendent provided the principal with timely and effective feedback. Feedback on his performance was provided on a regular basis, such as monthly during Transformation Meetings, as well as frequent school visits, not just during his mid-year and final evaluations. The principal worked closely with the Executive Director.</p> <p>In 2013-2014, the division will comply with the state mandate to continue principal evaluation.</p>
<p>5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?</p>	<p>The principal worked collaborately and effectively with the state facilitator and lead turnaround partner. They were in communication on a regular basis. Feedback was provided to the principal as the liason and partner saw fit. It is important that all stakeholders remain in constant communication and provide the principal with the most effective feedback that is going to positively impact instruction. This request can be met through continuing to frequently visit schools.</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>The school improvement plan is based on the results of a data analysis of the SOLs as well as observations, such as climate, made by the administration and staff. We distinguish between our "wants" and "needs." Decisions are made based on the prioritization of the needs, such as increasing reading, writing, and science achievement. We do not neglect the importance of factors, such as morale, that impact achievement.</p> <p>During our professional learning community meetings, which are held in the school's data room, all teachers have the opportunity to view data from a variety of assessments, including benchmarks and PALS. This provides the grade level the opportunity to immediately discuss and review students progress and gaps each data board displays. During the second professional learning community meeting of the week, teachers have the opportunity to discuss data and collaborate with their peers to understand various strategies their colleagues used in order to experience success. Based on data results from assessments, such as the benchmark, teachers are required to identify areas of weakness</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>Lincoln Terrace continues to acknowledge that the change we desire will require great struggle and great sacrifice. However, we are working hard to recruit the best teachers to work at our school. This struggle is not necessarily a practice or policy, but it is a entity that delays our success. We are working closely with Central Office staff to "tear" down those walls and look at different avenues, such as incentives, in order to attract the best teachers. It is important note that Lincoln Terrace, in the past, has received some of the most ineffective teachers in the district. However, the Superintendent has been very supportive in assisting the principal with "cleaning up" this inherited ordeal.</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>Lincoln Terrace has tremendous growth this past school year. We do realize that funding will be ending; however, there are several services that should be maintained. The provision of a PBIS Coach, Dean of Instruction, and an opportunity to fund a research-based intervention such as IStation or Study Island are priorities. The PBIS Coach assists in numerous capacities; however, the main responsibility is to assist with discipline. The Dean of Instruction serves as the academic facilitator of the school. He/She helps to strengthen the instructional program at the school and serves as an instructional coach. The rank indicate the priority as it relates to Lincoln Terrace - 1- PBIS Coach; 2- Dean of Instruction, 3 - research-based intervention.</p> <p>The district will continue to support the school as funds end by allocating time from the division's teaching and learning department.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>2. What supports from the state would be the most helpful as these federal funds end?</p>	<p>As the federal funds end, support from the state that would be most helpful to Lincoln Terrace is the continuation of the pay for performance as an incentive. Lincoln Terrace is not identified as a hard to staff school; however, in order to attract and retain some of the best teachers we will need a perk. In addition, funding for a literacy specialist would greatly assist with closing the reading gap. Funding to continue the positions of PBIS Coach and Dean of Instruction are vital to sustain discipline as well as to support the increase in our academic performance. It is also important to note that any professional development support for administration in the area of urban leadership would be beneficial.</p>
<p>Required Elements Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p>School 1 Name:</p>	<p>0</p>
<p>Required element</p>	<p>Response</p>
<p>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>
<p>2. Student achievement data for the past two years (2010-2011 and 2011-2012) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>c. Total number of minutes in the 2012-2013 school year that all students were required to attend and any additional increased learning time planned for 2013-2014</p> <p>*This information will be shared with USED. The SEA was cited in this area during USED's SIG monitoring.</p>	<p>All students were required to attend school for 180 days this past school year. Students received at least 355 minutes of instruction on a daily basis. For the 2013-2014, school year we will increase the number of minutes dedicated to reading from 90 minutes to 120 minutes, which will be deducted from science and social studies. Units for reading will be incorporated in the social studies.</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>Reading, math, and science scores have fluctuated due to new standards and the increase in rigor. Traditionally, history and science has been two areas of strengths; however, we noticed a dip in those scores this past school year. Please look at the information below.</p> <p>Reading: 2010--68, 2011--75, 2012--75, 2013--60 (3rd--58, 4th--60, and 5th--72) Math: 2010--74, 2011--80, 2012--65, 2013--77 (3rd--64.8, 4th--90, and 5th--86.8) History: 2010--72, 2011--70, 2012--83, 2013--79 (3rd--85 and VAS--75) Science: 2010--68, 2011--81, 2012--77, 2013--69 (3rd--66.7 and 5th--75.6)</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>Lincoln Terrace was built in 1958. It has received a "face lift" over the years. It has 23 classrooms. The media center is at the center of the campus. It continues to demonstrate a need to add to its collection. The media center also houses three desktop computers. The cafeteria is also used as a multipurpose room. It is used to host open house, curricula nights and other events. It is functional and meets our current needs. The gym has a recently refurbished floor and is scheduled to be painted. It is air conditioned.</p>

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<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p>One hundred percent of teachers have a desktop computer and SMART Board their classes. Teachers have access to document cameras as needed. In addition, in grades 3-5 there are laptop carts for each classroom. The computer lab is used as an elective class for students. Ipods, with educational activities, are available for teachers to use.</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	29	100%
Teachers (not highly qualified)	0	0%
Teachers with less than 3 years in grade/subject	3	11%
Number of teachers with a provisional license	1	4%

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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)		# of Years	# of Instructional Staff
		0	-
		1	5
		2	6
		3	2
Sample:		4	2
Yrs	#Instructional Staff	5	2
0	1	6	2
1	6	7	4
2	4...	8	-
		9	2
		10	-
		11	-
		12	-
		13	-
		14	2
		15	1
		16	-
		17	-
		18	1
		19	-
		20	-

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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 Executive Director of K-5 Instruction will continue to chair the meetings that will be conducted on a monthly basis. He/She will continue to visit frequently to actively monitor the progress of the school improvement plan. Division coaches and/or coordinators will continue to assist our teachers by closely monitoring frequent snapshots as well as benchmarks. Data analysis will continue to drive our instructional programs.
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	We will continue to use the New Teacher Center.
3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.	The goal for RCPS is for each school to be fully accredited and make FAMO in all areas. Reading - Increase the reading proficiency scores by 15% as measured by benchmarks and SOLs. Math- Increase the math proficiency scores by 10% as measured by benchmarks and SOLs.
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	The Division Level Support Team will continue to meet monthly to review data for all schools that are not fully accredited and/or not meeting FAMO. This team prioritizes the allocation of human and fiscal assets to the schools based on needs indicated by data obtained from a variety of assessments. In addition, the Executive Director of K-5 and 6-12 meet with the principals and leadership teams of the schools on a regular basis to determine needs. Priority school needs are reviewed and met before all others in the division.

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	Not Applicable.
2. Steps taken to secure the support of the parents for the reform model selected	Not Applicable.
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	Not Applicable.
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	Not Applicable.

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School 2 Name:	William Fleming High 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: By the end of the Spring 2014 testing window, 70% of all students will pass their social studies, mathematics, and science SOL tests. Seventy-five percent of the students will pass the English SOL test. The following goal is demonstrated through the indicators of H2 and H3.</p> <p>Goal 2: By the end of Summer 2014, the on-time graduation rate will increase to 80%. The following goal is reflected through indicators TA02 and TA03.</p> <p>Goal 3: Strategic development of the master schedule and placement of newly hired teachers will reflect the most highly qualified teachers in 100% of core content courses based on certifications and previous SOL scores as evidenced by the 2013-2014 master schedule. The goal was demonstrated through H5, K6, B2, and B4.</p> <p>Goal 4: Effective use of the 8-Step Process as evidenced by at least 50% of all tier 3 students moving to tier 2 and 50% of all tier 2 students moving to tier 1 in all core areas as evidenced by student data collected by all teachers by the</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>1. a. The general school climate has changed drastically since the beginning of the year. The hallways are much calmer and less congested during class changes. The cafeteria is a clean, friendly environment. Students are walking with a sense of Colonel Pride. Academics are more important to students. Each student has a feeling that they can accomplish anything. Students are studying hard to pass their SOL tests. They have a sense of hope that they will be able to go to college and be successful. Colonel Pride was very evident during the graduation ceremony. Students were crying when they came on stage to receive their diplomas because they did not want to leave the family they had grown to love and respect.</p> <p>b. A Climate and Culture Administrator was hired to assess the climate and culture of the school three times during the year, analyze the data, and make appropriate recommendations. From the beginning of the year, it was evident that students did not feel respected and did not feel as if they had good relationships with their teachers. There was a need for more communication among the WFHS staff, students, and parents.</p> <p>As a result, high expectations were clearly spelled out and related to all students from the beginning of the year assemblies. Student schedules were examined to ensure that students were in the correct classes. Placements of</p>

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and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>2. We have had numerous changes in staffing - teaching, administrative, and coaching. While we do not anticipate barriers, the change may be difficult for both students and staff. As we move forward, we are going to be focusing on maintaining a positive culture for those who are returning to WFHS while placing most of our energy on the induction of the new faculty members into the culture. Teachers are overwhelmed with the amount of professional development and implementation of the strategies needed for students to be successful in the classroom. The</p>
<p>PROCESS STEPS / ATMOSPHERE OF CHANGE 1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?</p>	<p>1. a. The Administrative Team surveys faculty, students, and other stakeholders regularly to solicit feelings and feedback about the climate and culture. In addition, the William Fleming Transformation Committee met monthly throughout the entire school year. In these meetings, data was discussed from each department with a focus on the areas of math, social studies, special education, and graduation rate. Since climate is greatly impacted by academic performance of students, teachers review data at weekly meetings, make appropriate recommendations, and implement changes based on the best interest of the students. b. Decisions are communicated with all staff through emails and a variety of meetings, including faculty meetings, department meetings, hall meetings, and Transformation Committee meetings. Parents and community individuals will receive notification the parentlink rapid notification system. A newsletter will be developed every nine weeks to go out with the report cards. The website will be updated by the webmaster weekly to reflect events happening at</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>The responsibilities are divided amongst the team members based on their expertise area. Each assistant principal works with a specific core area in order to address learning needs in that area.</p>
<p>3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?</p>	<p>New strategies are monitored through the analysis of data collected from snapshots, benchmarks, and a variety of formative assessments during department meetings, hall meetings, and transformation meetings. We are to provide updates monthly to the Executive Director of 6-12 Instruction. If the processes are working, we share and see what we can do in order to implement the strategies in other areas. If the processes are not working, we look at other alternatives that can be developed and implemented. Classroom observations and quick visits will be conducted for the 2013-2014 school year.</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>The Targeted Intervention Indicators are reflected utilizing TA01, TA02, and TA03. In targeting intervention, reforming instruction is another component utilized consisting of indicators K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, and K11.</p> <p>1. Initially, students are identified based on standardized test scores from the previous school year in both subjects.</p> <p>In reading, students who are identified as tier 3 students are placed into the Read180 class (non-ELL) or they work with iStation (ELL). Students are assessed regularly to determine their strengths and weaknesses and to place them into appropriate groups. Students who are in tier 2 are also assessed regularly to determine strengths and weaknesses and to place them into appropriate groups.</p> <p>In mathematics, students who are not successful on the previous year's SOL test are placed into a Math Skills class so that they will have more support to learn Algebra I. After snapshots, students needing additional support are pulled out of electives to receive tutoring. All students take 2 benchmark tests and a culminating test throughout the school year.</p>
<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	<p>2. a. Tier 1 students are typically grouped into pre-AP or AP courses if they are more advanced students. Those tier 1 students who are not in pre-AP or AP courses are provided with instruction that reflects the needs of the learner. For example, in the English classes, students are often given a choice of which novels they read for assignments. In mathematics classes, students are provided with a variety of manipulatives to utilize when beginning to learn a concept. They may choose when to stop using the manipulatives. Teachers in each area have discussions about the lessons they are planning to talk about the most effective means of providing for the needs of students.</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>3. Student achievement goal setting had both positive and negative impacts on classroom instruction. Most teachers were more cognizant of increasing the level of achievement for all students and utilized tutorials and small group instruction more effectively than they had in the past. Some teachers were only focusing their goal on one class or course that they taught and focused their tutorial time on students in those few classes at the detriment of other classes. Goal setting will be revisited at the beginning of the school year as teachers develop their SMART goals in order to make sure they are teaching and instructing every student and analyzing data for every student.</p>

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<p>EXTERNAL SUPPORT</p> <p>1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan?</p>	<p>As reflected in Strand E: Contracting with external providers utilizing indicators E1, E2, E3, E4, E5, E6, E7, and E8. However, this is not included in the improvement plan because it was already in place upon the arrival of the current Principal. The involvement of community-based organizations is aligned with the school's improvement plan by decreasing the retention rate for ninth graders while providing math and English instruction. The Aspire Connect Program sponsored by the Apple Ridge Program focuses on ninth graders after school who receive additional math and English support. The Delta Sigma Theta Sorority, Inc. is focusing on school pride by working the young ladies with academics as well as social media supports.</p>
<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	<p>The New Teacher Center will be our external partner in providing opportunities to our teachers. There have been sessions developed for building positive relationships and increasing student achievement through more differentiated student engagement activities. This is a great need for our building since we have a lot of new staff joining our team. Our culture survey items will be addressed throughout the school year as we assess and monitor progress. The New Teacher Center will be visiting, conducting workshops, and completing classroom observations on the following dates: September 16 -19, November 7-8, January 9-10, and March 11-12. The focus in September will be on Facilitating Inquiry with Professional Learning Communities. Professional development topics will be discussed for the next sessions based on feedback from observations.</p>
<p>3. In what ways are parents involved in the school's improvement efforts and their children's education?</p>	<p>The parents are involved in our decision making process through participation in the Parent-Teacher Association and various booster clubs (band, theater, and athletics) Improvement efforts have increased through our PTA, where the membership has grown, and quality feedback has been provided about what parents can do to be more involved in their children's education. The parents have completed surveys and attended various academic, IEP, and support meetings. Counselors meet with all students starting in the eighth grade to develop career goals and make sure the</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>As related to Strand H: Evaluating, rewarding, and removing staff, the indicators utilized are H1, H2, H3, H4, H7, H8, H10, H14, H15, H16, H17, H19, H21, and H22. We first look at the data to determine who is most effective at teaching a particular course or particular group of students to assign teachers to positions, classes, and grade levels. We also try to take requests into account if possible, knowing that the job should be enjoyable.</p> <p>We look primarily at benchmark and SOL testing data to see who has consistently performed to the highest ability with a particular course and try to place them in that particular course.</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>The teacher evaluation system that is being utilized is a state mandate and our district evaluation system is based on the state model. The teacher evaluation system is reviewed at the beginning of the school year. Teachers are aware of the tool and the rubric that is being used in order to evaluate them effectively. The tool includes writing a SMART goal that reflects Standard 7. The evaluation/observation timelines are followed to ensure opportunities for growth.</p>

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<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.</p> <p>b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	<p>a) Teachers who have achieved their goal who participated in the pay for performance incentive program receive an additional stipend given by the state. Teachers are recognized through appreciation efforts such as an end of the year cookout social. This past year many teachers saw success in their classrooms and were recognized because of the growth that took place. Administration personally said thank you to all individuals. As we start the new school year, a beginning of the year social has been planned. There will be a committee assembled to address the accomplishments of individuals and groups on a monthly basis.</p> <p>b) When completing walk-throughs and observations, teachers who need additional support are recognized and their needs are addressed. Professional development is provided through mentoring services, modeling, and faculty meetings. If administration notices that many teachers are having the same concerns, strategies are provided to all through a faculty or department meeting. The Instructional Coaches will be working with teachers regarding instructional strategies and instructional delivery in the classroom. The Administrators will be providing feedback to all teachers in their area of expertise. Professional development will include PD 360 and workshops that ensure best practices.</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 on the seven standards required by the VDOE. The principal receives a mid-year and final evaluation written by the Executive Director of 6-12 Instruction and delivered by the Superintendent.</p>
<p>5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?</p>	<p>The relationship between the state facilitator, lead turnaround partner, internal lead partner, and the principal is very strong. There is a definite sense of trust and respect among all parties. There are no secrets about the school. Everyone is working together for the same purpose. It would be difficult to improve upon the relationship, except to have all parties together on a daily basis.</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>As reflected in Strand B: Moving Toward School Autonomy the following information utilizes indicators B1, B2, B3, and B4. The decision-making process for everything related to the school improvement effort, overall strategic vision, or anything impacting the improvement plan is decided upon by Administration, the Transformation Team, Department Leaders (representing the teachers), and parents. Data is being utilized in order to make informed decisions and teams are able to have discussions on best practices and teaching strategies through common planning times. The history of the school has not provided an opportunity students to have an active voice in decision making. As we continue with the 2013-2014 school year, students will be more actively involved through participation on a principal/student advisory panel for students to take active part increasing student pride through student success.</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>We should be able to move forward and meet our goals with the policies and practices that currently exist.</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>a. The services provided under the grant that should be maintained include: 1) the provision of a transition specialist, 2) iStation, and 3) Saturday School. Our ninth grade transition specialist assisted with student support meetings, contacting and visiting parents as needed, and meeting with students regarding grades, behavior, and attendance. Ninth grade is an important year and this position allowed the counselor, as well as the students, to have additional support. The New Teacher Center has conducted workshops to increase student success in the classroom. These services have been beneficial in assisting new teachers in our building. Istation has been provided to our English Language Learners. Students have demonstrated growth and this software will be a continued asset to our school. Due to the turnover in staff, we have been able to sustain coaches in the areas of science and history in order to increase and maintain our scores to show growth in some areas. Saturday school has improved academic achievement this school year by providing opportunities for students to receive structured remediation.</p> <p>b. We have placed an embedded instructional specialist who will act as School Improvement Coach in the building to provide structure and support for the mathematics department, in particular. By utilizing this model, we hope to increase the instructional capacity of all teachers in the building and the instructional leadership capacity of the administrators and department chairs. The division is continuing to assess the budget to determine if funds can be</p>

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<p>2. What supports from the state would be the most helpful as these federal funds end?</p>	<p>As the federal funds end, support from state that would be most helpful would include sustain funding for a student support specialist for each grade level at high school, coaches in every core subject area, and additional incentives for teachers who have high percentages of students achieving success in the classroom.</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>

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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>All students were required to attend school for 405 minutes/day for 173 days (180 days-7 weather-related closures) for a total of 70065 minutes.</p> <p>At least 20 Saturday School sessions will be available for students to receive increased learning time.</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>Area 1: Mathematics - Note that scores for individual course areas are only for the current standards of the year given and do not include VMAST, Plain English or VAAP scores. Overall scores have fluctuated due to the new standards (67, 45, 61) as have individual subjects: Algebra I (71, 30, 61), Geometry (52, 31, 45), and Algebra II (88, 79, 82).</p> <p>Area 2: Science Overall scores have fluctuated due to the increase in test rigor (70, 75, 64) as have individual subjects: Earth Science (67, 72, 56), Biology (66, 74, 64), and Chemistry (87, 82, 78).</p> <p>Area 3: Social Studies Overall scores have increased (64, 61, 71) as have individual subjects: World History I (60, 60, 73), World History II (67, 72, 84), and VA/US History (62, 53, 61)</p> <p>Area 4: Graduation Rate On-time Graduation Rate has shown a steady increase over the past three years (71.5, 73.1, 77).</p> <p>Area 5: English English has been an area of strength until the 2012-2013 school year with the changes in SOLs and formatting of the tests(76, 81, 68). Reading declined (80, 82, 65) and writing declined (79, 84, 64)</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>Date Built – 2009</p> <p>Number of classrooms – 84</p> <p>Library/Media Center – Reading Room and stacks of 6,550 sq. ft. along with a computer lab of 920 sq. ft., 3 study rooms and another reading room that has 38 computer kiosks for data retrieval.</p> <p>Cafeteria – Dining room has 7,100 sq. ft., 4 serving lines, ala-carte food selection along with 6 food selection stations.</p> <p>Physical Education / Recess – Main Gym 12,770 sq. ft. (2500 seats), aux. gym has 11.850 sq. ft., training room has 1,275 sq. ft.</p>

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7. Information about the types of technology that are available to students and instructional staff	<p>One hundred percent of all teachers have a desktop computer and a Promethean board with an LCD projector in their classes. The following are available for students and staff to use:</p> <p>Sets of ActiVote personal response systems</p> <p>Multiple laptop carts</p> <p>Five computer labs of 40+ desktop computers</p> <p>Document cameras</p> <p>TI-84+ calculators</p> <p>Software: Microsoft Office Suite, iStation, Read180</p> <p>Full wireless access</p> <p>The computer:student ratio is approximately 1:2</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	100	99.01%
Teachers (not highly qualified)	1	0.99%
Teachers with less than 3 years in grade/subject	21	21%
Number of teachers with a provisional license	6	6%

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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)		# of Years	# of Instructional Staff
		0	-
		1	19
		2	16
		3	9
Sample:		4	10
Yrs	#Instructional Staff	5	7
0	1	6	5
1	6	7	10
2	4...	8	3
		9	3
		10	2
		11	-
		12	-
		13	1
		14	3
		15	1
		16	1
		17	2
		18	1
		19	2
		20	-
		21	-
		22	-
		23	1
		24	1
		25	-
		26	1
		27	1
		28	1
		29	1

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Required Elements	
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.	
Required element	Response
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	In addition to chairing the monthly Transformation Committee meetings, the Executive Director for 6-12 Instruction will average at least five visits per month to WFHS to monitor progress of the school improvement plan. Data analysis will be monitored on a regular basis through the division Research, Testing, and Evaluation Department. Furthermore, an embedded instructional expert in the field of mathematics will be providing support for the mathematics department, as well as other areas as needed.
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	The New Teacher Center has been providing services for Roanoke City Public Schools for several years. We will continue to utilize their services.
3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.	The goal for RCPS for each school is that the school will be fully accredited and make FAMO in all areas.
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	The Division Level Support Team meets montly to review data for all schools that are not fully accredited and/or not meeting FAMO. This team prioritizes the allocation of human and fiscal assets to the schools based on needs indicated by data obtained from a variety of assessments. In addition, the Executive Directors of K-5 Instruction and 6-12 Instruction meet with the principals and leadership teams of the schools on a regular basis to determine needs. Priority school needs are reviewed and met before all others in the district.

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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	Not Applicable.
2. Steps taken to secure the support of the parents for the reform model selected	Not Applicable.
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	Not Applicable.
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	Not Applicable.

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								
1	6								
2	4...								

Tab 4: School 3 Reflections and Planning
and Required Elements

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

Tab 4: School 3 Reflections and Planning
and Required Elements

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

Tab 5: School 4 Reflections and Planning
and Required Elements

School 1 Name:	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>		
<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.</p>		
<p>Category</p>	<p>Number of Teachers</p>	<p>Percentage of All Teachers</p>
<p>Highly qualified teachers</p>		
<p>Teachers (not highly qualified)</p>		
<p>Teachers with less than 3 years in grade/subject</p>		
<p>Number of teachers with a provisional license</p>		

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

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

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

Tab 6: School 5 Reflections and Planning
and Required Elements

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

<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 7: School 6 Reflections and Planning
and Required Elements

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

Sample:

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

Tab 7: School 6 Reflections and Planning
and Required Elements

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

Tab 7: School 6 Reflections and Planning
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Required Elements	
Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	
2. Steps taken to secure the support of the parents for the reform model selected	
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	
4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	

Tab 8: School 7 Reflections and Planning
and Required Elements

School 7 Name:	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>	
<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 8: School 7 Reflections and Planning
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<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	
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Tab 8: School 7 Reflections and Planning
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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>School 1 Name:</p>	0
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<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 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
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<p>5. Analysis of student achievement data with identified areas that need improvement based on 2010-2011, 2011-2012 and preliminary data for 2012-13</p> <p><u>Example:</u> Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70). (*Identified areas needing improvement should align with goal setting and action steps in the application powerpoint presentation.)</p> <p><u>Nonexample:</u> Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</p>	
<p>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p>	

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Tab 8: School 7 Reflections and Planning
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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>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...	
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Tab 9: School 8 Reflections and Planning
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School 8 Name:	0
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<p>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p>	

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Tab 9: School 8 Reflections and Planning
and Required Elements

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

Sample:

Yrs	#Instructional Staff
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1	6
2	4...

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

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

	X	1003(a)	X	1003(g)							
Name of School 1:	Lincoln Terrace Elementary										
Expenditure Codes	Division-Level Expenses (Grant Funded)		School-Level Expenses (Grant Funded)		Total Expenses (Grant Funded)		Other Expenses		Total With Other Expenses		
1000 - Personnel	\$ -		\$ 294,217.00		\$ 294,217.00		\$ 110,600.00		\$ 404,817.00		
2000- Personnel (Benefits)	\$ -		\$ 97,148.00		\$ 97,148.00		\$ 27,000.00		\$ 124,148.00		
3000- Purchased Services	\$ -		\$ 58,300.00		\$ 58,300.00		\$ -		\$ 58,300.00		
4000 - Internal Services	\$ -		\$ -		\$ -		\$ -		\$ -		
5000- Other Charges	\$ -		\$ 9,000.00		\$ 9,000.00		\$ -		\$ 9,000.00		
6000- Materials and Supplies	\$ -		\$ 7,000.00		\$ 7,000.00		\$ 21,500.00		\$ 28,500.00		
8000- Equipment Capital	\$ -		\$ -		\$ -		\$ 26,000.00		\$ 26,000.00		
Total	\$ -		\$ 465,665.00		\$ 465,665.00		\$ 185,100.00		\$ 650,765.00		
<p>Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.</p>											
Sample Entry		Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)									
1000 - Personnel		Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)									
Expenditure Codes		Budget Narrative									

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

<p>1000 - Personnel</p>	<p>PBIS Coach - The primary responsibility is the supervision, discipline, and monitoring of students. Under the supervision of the school principal the PBIS Coach will implement and enforce school board policies, administrative rules and regulations. (\$44,910, SIG); Comm/Family Involv Coord - The primary responsibilities include orchestrating community and school events as well as lead the effort to build stronger relationships with business partners within the community. Under the supervision of the school principal the community and engagement coordinator will</p>
<p>2000- Personnel (Benefits)</p>	<p>Employee Benefits for the personnel positions and stipends listed in category 1000 --- TOTAL: \$97,148 Benefits breakdown as follows: (FICA on salaries and stipends - \$22,509; Retirement on salaried positions - \$31,939; Health/Dental - \$42,700) <u>Other Expenses: Title I, A – Benefits for Reading Specialists positions (\$27,000)</u></p>
<p>3000- Purchased Services</p>	<p>As part of the Transformation Model, the school will contract will New Teacher Center to provide training for principal, instructional coach, and teachers to increase the capacity of teachers to teach effectively by incorporating instructional best practices, self evaluation, and peer evaluation. School Improvement Consultant to assist with school improvement and reform efforts. I Station -- a data-driven reading intervention program to promote reading acceleration and progress through a high-interest online interactive curriculum. Professional development to improve vocabulary instruction and reading. Additional staff development based on needs identified by SOL results, benchmark tests, and principal and instructional coaches observations. Renewal of STMath (Mind Research) program in grades 3 and 4.</p> <p>New Teacher Center - \$18,950; Istation - \$6,500; School Improvement Consultant - \$10,000; Professional Development (workshops/institutes) - \$20,000; ST Math renewal - \$2,850 Indicators: I1, J4, J7, B4, and H8</p>
<p>4000 - Internal Services</p>	

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

<p>5000- Other Charges</p>	<p>Travel for school staff to attend SIG trainings and professional development activities related to areas identified in the school improvement plan. Administrative Travel - \$4,000; Staff Travel (conferences, workshops) - \$5,000</p>
<p>6000- Materials and Supplies</p>	<p>Materials (student incentives) - \$7,000. This is part of the schools plan to continue to have students strive to achieve at high levels and increase school pride among all students in the school.</p> <p>Other Expenses: Title IV, B – 21st CLC Grant – materials, activities, parent/family events (\$21,500)</p>
<p>8000- Equipment Capital Outlay</p>	<p>Other Expenses: VPSA Educational Technology Supplemental (\$26,000) – Laptop Cart</p>

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2013-2014

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		X	1003(a)	X	1003(g)		
Name of School 2:		William Fleming High School					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses		
1000 - Personnel	\$ -	\$ 434,534.00	\$ 434,534.00	\$ 7,000.00	\$ 441,534.00		
2000- Personnel (Benefits)	\$ -	\$ 89,728.00	\$ 89,728.00	\$ 540.00	\$ 90,268.00		
3000- Purchased Services	\$ -	\$ 35,450.00	\$ 35,450.00	\$ -	\$ 35,450.00		
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -		
5000- Other Charges	\$ -	\$ 4,000.00	\$ 4,000.00	\$ -	\$ 4,000.00		
6000- Materials and Supplies	\$ -	\$ 4,000.00	\$ 4,000.00	\$ -	\$ 4,000.00		
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ 26,000.00	\$ 26,000.00		
Total	\$ -	\$ 567,712.00	\$ 567,712.00	\$ 33,540.00	\$ 601,252.00		
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.							
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)						
1000 - Personnel	Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)						
Expenditure Codes	Budget Narrative						

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

<p>1000 - Personnel</p>	<p>Please see attachment for a prioritization and justification of the following: School Improvement Coach (\$76,829, SIG); Remedial Reading Teacher (40,430, SIG); Science Coach (\$43,360, SIG); History Coach (\$46,105, SIG); 9th Grade Transition Specialist (\$46,070, SIG); Math Tutor (\$21,600, SIG); Science Tutor (\$21,600, SIG); Tutoring / Power Saturdays -- Teacher Stipends (\$44,600, SIG); Teacher on Assignment (\$33,940, SIG); Teacher Bonuses -- Pay for Performance (20 @ \$3,000, SIG)</p>
<p>2000- Personnel (Benefits)</p>	<p>Employee Benefits for the personnel positions and stipends listed in category 1000 --- TOTAL: \$89,728 Benefits breakdown as follows: (FICA on salaries and stipends - \$33,245; Retirement on salaried positions - \$38,183; Health/Dental - \$18,300)</p> <p>Other Expenses: Project Graduation Grant – FICA for Teacher Stipends (\$540)</p>
<p>3000- Purchased Services</p>	<p>As part of the Transformation Model, the school will contract with New Teacher Center to provide training for principal, instructional coach, and teachers to increase the capacity of teachers to teach effectively by incorporating instructional best practices, self evaluation, and peer evaluation. School Improvement Consultant (DOE Liaison to Roanoke City) will continue to work with the school (teachers and principal) and division-level administration to assist with transformation and school improvement efforts. The school will continue to use I Station -- a data-driven reading intervention program to promote reading acceleration and progress through a high-interest online interactive curriculum.</p> <p>iStation annual renewal - \$6,500; New Teacher Center - \$18,950; School Improvement Consultant – \$10,000.</p>
<p>4000 - Internal Services</p>	

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

<p>5000- Other Charges</p>	<p>Travel for school staff to attend trainings and professional development activities related to areas identified in the school improvement plan. Travel for administration to attend SIG meetings (Williamsburg, Richmond) - \$4,000.</p>
<p>6000- Materials and Supplies</p>	<p>School will purchase items for students for school pride as part of their efforts to "Change School Culture" (\$4,000 - SIG funds).</p>
<p>8000- Equipment Capital Outlay</p>	<p>Other Expenses: VPSA Educational Technology Supplemental (\$26,000) – Laptop Cart</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	\$ -		\$ -		\$ -		\$ -	\$ -
<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 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:		Lincoln Terrace Elementary					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses		
1000 - Personnel	\$ -	\$ 294,217.00	\$ 294,217.00	\$ 110,600.00	\$ 404,817.00		
2000- Personnel (Benefits)	\$ -	\$ 97,148.00	\$ 97,148.00	\$ 27,000.00	\$ 124,148.00		
3000- Purchased Services	\$ -	\$ 58,300.00	\$ 58,300.00	\$ -	\$ 58,300.00		
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -		
5000- Other Charges	\$ -	\$ 9,000.00	\$ 9,000.00	\$ -	\$ 9,000.00		
6000- Materials and Supplies	\$ -	\$ 7,000.00	\$ 7,000.00	\$ 21,500.00	\$ 28,500.00		
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -		
Total	\$ -	\$ 465,665.00	\$ 465,665.00	\$ 159,100.00	\$ 624,765.00		
<p>Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.</p>							
<p>Sample Entry</p> <p>1000 - Personnel</p>		<p>Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)</p> <p>Other Expenses</p> <p>Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>					
Expenditure Codes		Budget Narrative					

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

<p>1000 - Personnel</p>	<p>PBIS Coach (\$44,910, SIG); Comm/Family Involv Coord (\$45,004, SIG); Dean of Instruction (\$49,674, SIG); Student Mentor (\$39,037, SIG); Teaching Assistants (2 @ \$17,551, SIG); Instructional Assistant (\$14,339, SIG); PT Administrator on Assignment (\$30,151, SIG); Teacher Bonuses - Pay for Performance (12 @ \$3,000, SIG)</p> <p>Other Expenses: 2 Reading Specialist (\$80,000, Title I); Title IV, B 21st CLC Grant – Teacher Stipends (\$30,600)</p>
<p>2000- Personnel (Benefits)</p>	<p>Employee Benefits for the personnel positions and stipends listed in category 1000 --- \$97,148</p> <p>Other Expenses: Title I, A – Benefits for Reading Specialists positions (\$27,000)</p>
<p>3000- Purchased Services</p>	<p>As part of the Transformation Model, the school will contract will New Teacher Center to provide training for principal, instructional coach, and teachers to increase the capacity of teachers to teach effectively by incorporating instructional best practices, self evaluation, and peer evaluation. School Improvement Consultant to assist with school improvement and reform efforts. I Station -- a data-driven reading intervention program to promote reading acceleration and progress through a high-interest online interactive curriculum. Professional development to improve vocabulary instruction and reading. Additional staff development based on needs identified by SOL results, benchmark tests, and principal and instructional coaches observations. Renewal of STMath (Mind Research) program in grades 3 and 4.</p> <p>New Teacher Center - \$18,950; Istation - \$6,500; School Improvement Consultant - \$10,000; Professional Development (workshops/institutes) - \$20,000; ST Math renewal - \$2,850</p>
<p>4000 - Internal Services</p>	

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

<p>5000- Other Charges</p>	<p>Travel for school staff to attend SIG trainings and professional development activities related to areas identified in the school improvement plan. Administrative Travel - \$4,000; Staff Travel (conferences, workshops) - \$5,000</p>
<p>6000- Materials and Supplies</p>	<p>Materials (student incentives) - \$7,000. This is part of the schools plan to continue to have students strive to achieve at high levels and increase school pride among all students in the school.</p> <p>Other Expenses: Title IV, B – 21st CLC Grant – materials, activities, parent/family events (\$21,500)</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:	William Fleming High School					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ 434,534.00	\$ 434,534.00	\$ 7,000.00	\$ 441,534.00	
2000- Personnel (Benefits)	\$ -	\$ 89,728.00	\$ 89,728.00	\$ 540.00	\$ 90,268.00	
3000- Purchased Services	\$ -	\$ 35,450.00	\$ 35,450.00	\$ -	\$ 35,450.00	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ 4,000.00	\$ 4,000.00	\$ -	\$ 4,000.00	
6000- Materials and Supplies	\$ -	\$ 4,000.00	\$ 4,000.00	\$ -	\$ 4,000.00	
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ 184,000.00	\$ 184,000.00	
Total	\$ -	\$ 567,712.00	\$ 567,712.00	\$ 191,540.00	\$ 759,252.00	
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.						
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)					
1000 - Personnel	Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)					
Expenditure Codes	Budget Narrative					

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

1000 - Personnel	<p>School Improvement Coach (\$76,829, SIG); Remedial Reading Teacher (40,430, SIG); Science Coach (\$43,360, SIG); History Coach (\$46,105, SIG); 9th Grade Transition Specialist (\$46,070, SIG); Math Tutor (\$21,600, SIG); Science Tutor (\$21,600, SIG); Tutoring / Power Saturdays -- Teacher Stipends (\$44,600, SIG); Teacher on Assignment (\$33,940, SIG); Teacher Bonuses -- Pay for Performance (20 @ \$3,000, SIG)</p> <p>Other Expenses: Project Graduation Academic Year Grant - \$7,000 (Teacher Stipends) The following indicators will</p>
2000- Personnel (Benefits)	<p>Employee Benefits for the personnel positions and stipends listed in category 1000 --- \$89,728</p> <p>Other Expenses: Project Graduation Grant – FICA for Teacher Stipends (\$540)</p>
3000- Purchased Services	<p>As part of the Transformation Model, the school will contract with New Teacher Center to provide training for principal, instructional coach, and teachers to increase the capacity of teachers to teach effectively by incorporating instructional best practices, self evaluation, and peer evaluation.</p> <p>School Improvement Consultant (DOE Liaison to Roanoke City) will continue to work with the school (teachers and principal) and division-level administration to assist with transformation and school improvement efforts.</p> <p>The school will continue to use I Station -- a data-driven reading intervention program to promote reading acceleration and progress through a high-interest online interactive curriculum.</p> <p>iStation annual renewal - \$6,500; New Teacher Center - \$18,950; School Improvement Consultant – \$10,000.</p>
4000 - Internal Services	

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

<p>5000- Other Charges</p>	<p>Travel for school staff to attend trainings and professional development activities related to areas identified in the school improvement plan. Travel for administration to attend SIG meetings (Williamsburg, Richmond) - \$4,000.</p>
<p>6000- Materials and Supplies</p>	<p>School will continue to purchase items for students for school pride as part of their efforts to "Change School Culture" (\$4,000 - SIG funds).</p>
<p>8000- Equipment Capital Outlay</p>	<p>Other Expenses: VPSA Educational Technology Supplemental (Approx \$184,000) – School will receive \$400 for each 9th grade student to purchase technology under the E-Learning Backpack Initiative (460 students @ \$400 each).</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

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 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	\$ -	\$ 728,751.00	\$ 728,751.00	\$ 117,600.00	\$ 846,351.00	
2000- Personnel (Benefits)	\$ -	\$ 186,876.00	\$ 186,876.00	\$ 27,540.00	\$ 214,416.00	
3000- Purchased Services	\$ -	\$ 93,750.00	\$ 93,750.00	\$ -	\$ 93,750.00	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ 13,000.00	\$ 13,000.00	\$ -	\$ 13,000.00	
6000- Materials and Supplies	\$ -	\$ 11,000.00	\$ 11,000.00	\$ 21,500.00	\$ 32,500.00	
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ 52,000.00	\$ 52,000.00	
Total	\$ -	\$ 1,033,377.00	\$ 1,033,377.00	\$ 218,640.00	\$ 1,252,017.00	
Summary Year 2		All Schools				
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ 728,751.00	\$ 728,751.00	\$ 117,600.00	\$ 846,351.00	
2000- Personnel (Benefits)	\$ -	\$ 186,876.00	\$ 186,876.00	\$ 27,540.00	\$ 214,416.00	
3000- Purchased Services	\$ -	\$ 93,750.00	\$ 93,750.00	\$ -	\$ 93,750.00	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ 13,000.00	\$ 13,000.00	\$ -	\$ 13,000.00	
6000- Materials and Supplies	\$ -	\$ 11,000.00	\$ 11,000.00	\$ 21,500.00	\$ 32,500.00	
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ 184,000.00	\$ 184,000.00	
Total	\$ -	\$ 1,033,377.00	\$ 1,033,377.00	\$ 350,640.00	\$ 1,384,017.00	
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	\$ -	\$ 1,457,502.00	\$ 1,457,502.00	\$ 235,200.00	\$ 1,692,702.00	
2000- Personnel (Benefits)	\$ -	\$ 373,752.00	\$ 373,752.00	\$ 55,080.00	\$ 428,832.00	
3000- Purchased Services	\$ -	\$ 187,500.00	\$ 187,500.00	\$ -	\$ 187,500.00	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ 26,000.00	\$ 26,000.00	\$ -	\$ 26,000.00	
6000- Materials and Supplies	\$ -	\$ 22,000.00	\$ 22,000.00	\$ 43,000.00	\$ 65,000.00	
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ 236,000.00	\$ 236,000.00	
Total	\$ -	\$ 2,066,754.00	\$ 2,066,754.00	\$ 569,280.00	\$ 2,636,034.00	

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

Expenditure Code Definitions

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

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

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

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

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

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

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

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

INFORMATION REGARDING NEW GUIDANCE

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

Tab 14: Assurances

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

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

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

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

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

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

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

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

Superintendent's Signature:

Date

Superintendent's Typed Name: