

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	Alexandria City Public Schools
Contact	Natalie Mitchell
Address Line 1	2000 N. Beauregard St.
Address Line 2	Suite 203
City, VA, zipcode	Alexandria, VA 22311
Email Address	natalie.mitchell@acps.k12.va.us
Telephone Number	703.824.6694

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

School 1 Name	Jefferson-Houston School	Indicate which model the school has chosen with an X.					
Principal Name	Rosalyn Rice-Harris	1	<input type="checkbox"/>	USED School Turnaround			
Address Line 1	1501 Cameron St	2	<input checked="" type="checkbox"/>	USED Transformation Model			
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model			
City, VA, zipcode	Alexandria, VA 22314	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	rosalyn.rice-harris@acps.k12.va.us		<input type="checkbox"/>	1003(a)			
Telephone Number	703.706.4400		<input checked="" type="checkbox"/>	1003(g)			
NCES ID #:	5.10012E+11	Indicate this school's cohort with an X.					
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	<input type="checkbox"/>	Cohort I	<input type="checkbox"/>	Cohort II	<input type="checkbox"/>	Cohort III
		Indicate this school's tier with an X.					
		<input type="checkbox"/>	Tier I	<input type="checkbox"/>	Tier II	<input type="checkbox"/>	Tier III

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

Tab 1: Priority School Information

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

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

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

Tab 1: Priority School Information

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

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

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

Tab 1: Priority School Information

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

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

Tab 1: Priority School Information

Tab 2: School 1 Reflections and Planning
and Required Elements

School 1 Name:	Jefferson-Houston School
<p>Reflections and Planning Use this tab to reflect on the past year's improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.</p>	
Question	Response
<p>Future Goals: 1. Please list 5 goals for the upcoming school year:</p>	<p>1. By June, 2014, 80% of students in the All Students category will be proficient or better in Reading as measured by a 400 or better on the Reading Standards of Learning Assessment. 2. By June 2014, 80% of students in the All Students category will be proficient or better in Math as measured by a 400 or better on the Math Standards of Learning Assessment. 3. By June, 2014, the participation rate for English and Math will be greater than 95% in each student subgroup evidenced by the VDOE School Report Card. 4. By June 2014, 90% of teachers will demonstrate proficient or exemplary performance as measured by the teacher evaluation system. 5. By June, 2014, there will be a 25% reduction in the number of discipline referrals evidenced by the VDOE School</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. Longer class periods, a redesigned instructional block and a reduction in student transitions support the efforts to increase student engagement. There is an improved sense of community throughout the school among students and staff. Students participate in data discussions and goal setting. Classroom management has improved and there are fewer disruptions caused by negative student behavior, leading to a reduction in student discipline referrals. Also, students began wearing uniforms at the start of the 2013-2014 school year. Staff members wear school colors on Fridays as well. 1. b. Extended Learning Time has resulted in a restructuring of the daily schedule on Tuesdays-Thursdays. This restructuring during extended learning time allows for instructional blocks that include whole-group student instruction, teacher-led small groups, cooperative groups and computer-based centers. The Positive Behavior Interventions & Supports approach to behavior management is employed and evident throughout the school. Behavior goals are also set school-wide and in addition to individual achievement rewards, students participate in schoolwide and classroom celebrations when goals are met. 1. c. Strategies to address school climate have been largely successful to date.</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>2. Staff turnover continues to be a challenge for staff and especially students. We anticipate moderate to high rates of staff turnover throughout the Transformation process and have created processes and structures in order to create an ideal school climate as well as professionally supportive workplace. This said, we do not attribute turnover to the school climate, but rather, to the difficulty of the work and longer school day in most cases. All new staff will receive professional development, coaching and support to acclimate them to the expectations for Jefferson-Houston.</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. Staff members meet weekly with members of the Leadership Team in collaborative team meetings for a variety of purposes including (but not limited to): Data Analysis, Collaborative Planning, Professional Development and Student Talk. An issue bin is used by all to raise concerns that they may not necessarily be comfortable sharing at a staff meeting or even during a one to one session with administrators. 1. b. The Leadership Team communicates regularly with staff regarding every aspect of the Transformation and all related efforts. Stakeholders have participated in Staff and Community Meetings, surveys and strategy sessions. Staff members reviewed data at the beginning of the school year and selected objectives for the Improvement Plan (prior to the use of the Indistar Transformation Toolkit). All goals were re-evaluated with the creation of the Indistar plan and a few staff-led teams continue to function with the support of the Leadership Team. A weekly bulletin is shared with staff and includes progress toward goals and objectives, celebrations and current instructional and cooperative goals. <u>Weekly Collaborative Team Meetings (CLTs) take place by grade level and content area. These weekly meetings</u></p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>The Leadership team met to create a table explaining roles and responsibilities for each team member. The assignments described in the chart are updated to reflect changes as the transformation process requires. Responsibilities are classified into two groups: Instruction/Learning and Administrative. All administrators have staff members to observe and evaluate in addition to having discipline and Special Education duties. Coaches observe,</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. The implementation of all strategies and processes are evaluated through observations and other data collection, then analyzed using a continuous improvement or Plan-Do-Study-Act (PDSA) approach with each cycle until the process is high-performing. The plan-do-study-act cycle is a four-step model for carrying out change and developing effective practices through a process for continuous improvement. After a review of data points, if the use of a strategy or practice is not having the desired result, the team makes the decision to improve or abandon the strategy or practice.</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 assessed using the Scholastic Reading and Math Inventories as universal screeners in grades 2-8, PALs, teacher-created and division-created common formative assessments in all SOL-tested grades and subject areas. The assessments are used to identify members of tiered groups for interventions. Interventionists monitor and report progress to the School Leadership Team. ACPS provided all schools with resources to train teachers and other interventionists on Data-Based Decision-Making. Using the data from our Intervention Progress Monitoring Report as well as any relevant assessment data (as listed above), we evaluate student progress and the effectiveness of interventions. Intervention plans are modified and updated to reflect the needs of all students both collectively and individually with regards to intervention tool or program, instructional grouping, and amount of time spent receiving intervention(s) in the form of scheduling. Training on the use of assessment tools also takes place during Professional Development sessions in addition to Collaborative Learning Time (held weekly) as needed. Implementation is modeled and monitored with observation data collected during walkthroughs by coaches and administrators. Coaching and support are provided to identified teachers.</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. Teachers differentiate learning for students in Tier I through teacher-led small group activities, individualized learning plans during independent computer-based activities and cooperative learning group activities (designed to challenge all members of the group). Instructional Coaches and Inclusion Specialists provide support in the use of differentiation strategies in the classroom. Observation data and teacher reflection data are used to identify teachers who differentiate effectively and those in need of further coaching or support.</p> <p>2.b. Formative assessments are used for a variety of purposes: Universal Screening</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. Baseline data is collected at the beginning of the school year. Students conference with teachers to understand their own performance and together, individual goals are set. Classes also set goals for themselves collectively and monitor their progress toward their goals quarterly (at minimum). Students and teachers reflect on their progress toward goals, celebrate accomplishments and plan next steps in order to meet or exceed the goals. Teachers begin to use the data to understand students' learning styles and strengths and with the support of instructional coaches and specialists, plan engaging lessons designed to work toward students' strengths.</p> <p>Indicators: G2: The principal will effectively and clearly communicate the message of change. (920) I3: The LEA/School will align professional development with identified needs based on staff evaluation and student performance. (951)</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>1. Community-based organizations have been included in the Jefferson-Houston Transformation dialogue. These organizations support our efforts through after-school clubs and community programs, mentoring and volunteering during school hours to work one-on-one with students and summer programs. While the organizations are available to support students at every grade and level, we have partnered with organizations that have identified the following as their area(s) of focus: Early Literacy (K-2), Reading (2-4), Middle Grades (5-8) Tutoring, Donations of Materials, School Culture Support, Mentoring and Experiential Program.</p> <p>Organizations include the following: 21st Century Club, Campagna Center, Alexandria Tutoring Consortium, Alfred</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>2. American Institute for Research: Our work in year 2 will build upon the core focus areas established in year 1:</p> <ul style="list-style-type: none"> • A core district and school leadership team , that is coached and trained to sustain the interventions • Implementation of an instructional coaching model focused on increased engagement, relevance, and rigor in the classroom. • Development, alignment, and integration of curricular and instructional tools and processes to support improved instruction and high achievement in math and reading • Implementation of diagnostic tools that serves as the foundation to engage staff and tailor interventions, along with tools that can be used for ongoing progress monitoring
<p>3. In what ways are parents involved in the school's improvement efforts and their children's education?</p>	<p>3. Parents are invited to participate in Jefferson-Houston Transformation meetings, Student-led conferences and Individual Achievement Plan meetings in addition to school-wide and division-wide events that present parents with useful strategies to support their children's education. An active PTA meets with the Principal weekly to support transformation efforts. A separate, parent-facilitated, weekly meeting invites parents to participate in learning workshops every other Friday. School personnel participate by presenting learning strategies and other forms of</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>Teacher and student data are used to identify grade-level and subject area strengths in which teachers are highly-qualified. The principal, assistant principal and members of the leadership team will receive support from the External Lead Partner, American Institute for Research (AIR) in making these decisions based on multiple data points.</p> <p>Indicators: The principal will focus on building leadership capacity, achieving learning goals, and improving instruction. (971)</p> <p>1. Adjustments to instructional placements are based on student needs (as demonstrated by data) and may take place as data demands.</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>The division's teacher evaluation system was implemented during the 2012-2013 school year. Complete information on the implementation of this effort, it's background, process and intended impact can be found on the division's website here: http://www.acps.k12.va.us/hr/evaluation/handbook-admin.pdf.</p> <p>Teachers are trained at the beginning of the year by division personnel. Administrators responsible for evaluations have initial meetings with teachers to review each teachers' professional development plan and its alignment with</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.</p> <p>b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	<p>3. a. Teachers who have increased student performance are given leadership roles within the school as lead teachers and members of various committees where their talents will further whole-school performance. Teachers are given opportunities to model instruction for other teachers and they are also given opportunities to provide professional development for their colleagues. Teachers are recognized on announcements or kudos from the principal in the weekly bulletin, during staff meetings and Collaborative Learning Team Meetings and also on the Alexandria City Public Schools Daily Digest when appropriate. Handwritten notes are also distributed in celebration of or reward for effective practices and successes.</p> <p>b. Observation data and student data are used to identify teachers in need of coaching and support. Coaches and specialists support identified teachers through planning, implementation and data analysis to determine progress toward goals. Teachers meeting expectations are gradually released from their coaching plan. Teachers not making adequate progress meet with their evaluator for next steps.</p> <p>H1 - The LEA/School will establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (925)</p> <p>1. Teachers will be evaluated using formative and summative tools, including walk-throughs and longer observations.</p>
<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>The principal is evaluated using the division's system and the External lead partner evaluation in addition to the PIMRS rating scale in which all teachers contribute survey data for the principal's use in goal setting and professional growth. Feedback is provided from the Superintendent throughout the year, monthly from AIR and data from the PIMRS has been collected and reviewed once this year.</p>
<p>5. How do you define the relationship between the state facilitator, lead turnaround partner or internal lead partner, and the principal? How can it be improved?</p>	<p>The relationship between the state facilitator and the principal was very basic. Many times the state facilitator came to the school after the reading and/or math blocks; thereby missing the work he was needed to observe, did not provide written feedback and during several debriefs, attempted to sell personally developed educational products to the school. However, the relationship between the ELP, ILP and principal is becoming more refined each day. It is clear that the Principal, ELP and ILP hold the best interests of the students and school at the heart of the work. All are willing to step in and assist where needed. Next steps in refining the relationships would be acquiring a facilitator with K-8, turnaround and urban classroom experience who will provide relevant written feedback in a clear and concise manner that addresses the school's needs. For the other partners in the team, ongoing work on communication</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 has been using an alternative governance structure for the past two years. There is the consistent use of collaborative decision making structures and collective accountability used to make school wide decisions. Issues and concerns are brought to the school leadership team and addressed. The team consists of the admin staff, instructional coaches and select teachers. The issue is discussed and there are decisions made with metrics that are then shared with the staff. The action plan is monitored for results and results are brought back to the team. The outcomes are assessed and it is decided if the team should continue with the current action steps or revise. The process is monitored by specific persons responsible for each step, objective and task.</p> <p>A3: The LEA will provide LEA transformation team members with information on what the LEA can do to promote rapid improvement. (882)</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>The Governor's OEI Law acts as a barrier in supporting the school to succeed. The community perception of the law stunts the growth of the school, its staff and the community and lends to an increasing amount of uncertainty and chaos. Many strong teachers have left because of the threat of losing their job. It also undermines the growth that the school has experienced in the two years of the transformation process.</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?</p> <p>b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p>	<p>N/A</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>N/A</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>2012-2013 Students were required to attend school (including extending learning hours for all students from November-June) for a total of 74,160 minutes. Identified students participated in Saturday School sessions for a total of 2,340 minutes.</p> <p>2013-2014 Students will attend school for a total of 75,810 minutes. Mondays and Fridays are traditional days with an additional 90 minutes of instruction on Tuesdays-Thursdays. By starting at the beginning of the year, we are able to provide more instructional time than the previous year. Identified Students will once again participate in Saturday School session. Structure of this program is currently being determined.</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>Data from the Scholastic Math Inventory revealed that students in all grade levels showed average gains of 198 Quantiles.</p> <p>Scholastic Math Inventory Grade Level Average Growth in Quartile</p> <p>Second Grade306 Third Grade208 Fourth Grade191 Fifth Grade94 Sixth Grade237 Seventh Grade186 Eighth Grade167</p> <p>Data from the Scholastic Math Inventory revealed that students in all grade levels showed average gains of 112 Lexiles.</p> <p>Scholastic Reading Inventory Grade Level Average Growth in Lexiles</p> <p>Second Grade124 Third Grade84</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>1. The school was built in 1970 in the "open classroom" design format. Most classrooms are still "open", lacking closure in the form of four walls and a door.</p> <p>2. During the 12-13 school year there were 25 classrooms.</p> <p>3. The library is at the center of the school building and is accessed by all students. Students in PreK-Grade 5 have Library/Media as a weekly, scheduled class. Students in Grades 6-8 can access the Library/Media Center during the Language Arts block. The Library/Media Center currently accommodates small and large groups of students, of no more than 30 students during a class period. The space has also been used for assemblies, parent/community meetings and guest speakers/presentations.</p> <p>4. The cafeteria is used during breakfast and lunch for dining. The space is used by Encore teachers and interventionists throughout the day when students are not dining. The space has also been used for assemblies, parent/community meetings and guest speakers/presentations.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

7. Information about the types of technology that are available to students and instructional staff	All staff members have been issued laptop computers. Administrators and coaches have iPads. Each class has a SmartBoard, digital projector and 3-4 classroom desktops. The library media center also has a smartboard, digital projector and 4-6 desktops. Netbook carts, laptop carts and iPad carts are available for teacher/student/class checkout.
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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	30	100%
Teachers (not highly qualified)	0	0%
Teachers with less than 3 years in grade/subject	6	20%
Number of teachers with a provisional license	1	3%

Tab 2: School 1 Reflections and Planning
and Required Elements

9. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below)		# of Years	# of Instructional Staff
		0	13
		1	8
		2	1
		3	1
		4	1
		5	3
		6	1
		7	2
Sample:			
Yrs	#Instructional Staff		
0	1		
1	6		
2	4...		
			Of the 30 total teachers, 6 have less than three years in grade/subject and one has a provisional license. As such, all are considered highly qualified and counted in the HQ count.

Tab 2: School 1 Reflections and Planning
and Required Elements

Required Elements	
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.	
Required element	Response
1. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.	The LEA will use the Baldrige Model for Continuous Improvement Feedback Protocol to monitor implementation. Staff will meet with the data coach and External Lead Partner weekly to monitor implementation of interventions, analyze student data, administrator and instructional coach observation to monitor implementation. Professional development and support will be provided based on data analysis.
2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.	The division used a request for proposals to identify external lead partners with success in meeting the needs of school communities similar to Jefferson-Houston. Interested providers participated in informational sessions before submitting their proposals. Proposals were reviewed by members of the School Leadership Team as well as members of the Division Leadership Support Team and scored using a rubric before identifying a provider and finalizing a contract.
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 LEA has set the student achievement goals that 80% of students achieve 400 or better on the end of year SOL assessments in reading and mathematics. Further, the Division has set the goals for the LEA to meet its AMO's for reading/language arts as well as mathematics.
4. Explanation of the division's capacity to serve its Priority Schools (Tier I and Tier II).	The division has established a Leadership Support Team to work closely with its Priority School. The Division has assigned the Chief Academic Officer to serve as a mentor to the school principal and to visit the school on a biweekly basis. Further, members of the Central Office (Division Leadership Support Team) meet with the school leadership team and the external lead partner on a monthly basis to discuss progress, problem solve and monitor implementation of initiatives. The Division has also assigned additional personnel to the school such as an Internal Lead Partner and an Administrative Intern to the school. The Division also used set-aside funds to launch an extended day program for students and teachers for grades K-8 and has found funds to sustain Saturday School and Summer

Tab 2: School 1 Reflections and Planning
and Required Elements

Required Elements	
Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	N/A - the LEA does not lack capacity
2. Steps taken to secure the support of the parents for the reform model selected	N/A
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	N/A
4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	N/A

Tab 3: School 2 Reflections and Planning
and Required Elements

School 2 Name:	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 3: School 2 Reflections and Planning
and Required Elements

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

Tab 3: School 2 Reflections and Planning
and Required Elements

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

Tab 3: School 2 Reflections and Planning
and Required Elements

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

Tab 3: School 2 Reflections and Planning
and Required Elements

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

Tab 3: School 2 Reflections and Planning
and Required Elements

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

Tab 3: School 2 Reflections and Planning
and Required Elements

<p>2. What supports from the state would be the most helpful as these federal funds end?</p>	
<p>Required Elements Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p>School 1 Name:</p>	<p>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 3: School 2 Reflections and Planning
and Required Elements

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

Tab 3: School 2 Reflections and Planning
and Required Elements

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

Tab 3: School 2 Reflections and Planning
and Required Elements

<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 3: School 2 Reflections and Planning
and Required Elements

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

Sample:

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

Tab 3: School 2 Reflections and Planning
and Required Elements

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

Tab 3: School 2 Reflections and Planning
and Required Elements

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

Tab 4: School 3 Reflections and Planning
and Required Elements

School 3 Name:	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>	<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 5: School 4 Reflections and Planning
and Required Elements

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

Tab 5: School 4 Reflections and Planning
and Required Elements

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

Tab 5: School 4 Reflections and Planning
and Required Elements

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

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

Tab 5: School 4 Reflections and Planning
and Required Elements

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

Tab 5: School 4 Reflections and Planning
and Required Elements

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

Tab 5: School 4 Reflections and Planning
and Required Elements

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

Tab 6: School 5 Reflections and Planning
and Required Elements

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

Tab 6: School 5 Reflections and Planning
and Required Elements

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

Tab 6: School 5 Reflections and Planning
and Required Elements

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

Tab 6: School 5 Reflections and Planning
and Required Elements

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

Tab 6: School 5 Reflections and Planning
and Required Elements

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

Tab 6: School 5 Reflections and Planning
and Required Elements

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

Tab 6: School 5 Reflections and Planning
and Required Elements

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

Tab 6: School 5 Reflections and Planning
and Required Elements

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

Tab 6: School 5 Reflections and Planning
and Required Elements

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

Tab 6: School 5 Reflections and Planning
and Required Elements

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

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

Tab 6: School 5 Reflections and Planning
and Required Elements

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

Sample:

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

Tab 6: School 5 Reflections and Planning
and Required Elements

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
and Required Elements

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

Tab 8: School 7 Reflections and Planning
and Required Elements

School 7 Name:	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
and Required Elements

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

Tab 8: School 7 Reflections and Planning
and Required Elements

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

Tab 8: School 7 Reflections and Planning
and Required Elements

<p>EXTERNAL SUPPORT</p> <p>1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan?</p>	
<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	
<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
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 8: School 7 Reflections and Planning
and Required Elements

<p>DECISION-MAKING PROCESS & AUTONOMY</p> <p>1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p>	
<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 8: School 7 Reflections and Planning
and Required Elements

<p>2. What supports from the state would be the most helpful as these federal funds end?</p>	
<p>Required Elements</p> <p>Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p>School 1 Name:</p>	<p>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 8: School 7 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 8: School 7 Reflections and Planning
and Required Elements

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

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

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

Sample:

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

Tab 8: School 7 Reflections and Planning
and Required Elements

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

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

<p>2. Are there any anticipated barriers to further improving the school climate?</p>	
<p>PROCESS STEPS / ATMOSPHERE OF CHANGE 1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?</p>	
<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 9: School 8 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 9: School 8 Reflections and Planning
and Required Elements

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

Tab 9: School 8 Reflections and Planning
and Required Elements

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

Tab 9: School 8 Reflections and Planning
and Required Elements

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

Tab 9: School 8 Reflections and Planning
and Required Elements

<p>2. What supports from the state would be the most helpful as these federal funds end?</p>	
<p>Required Elements Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p>School 1 Name:</p>	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 9: School 8 Reflections and Planning
and Required Elements

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

Tab 9: School 8 Reflections and Planning
and Required Elements

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

Tab 9: School 8 Reflections and Planning
and Required Elements

<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. This should be an unduplicated count.</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 9: School 8 Reflections and Planning
and Required Elements

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

Sample:

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

Tab 9: School 8 Reflections and Planning
and Required Elements

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

Tab 9: School 8 Reflections and Planning
and Required Elements

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

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

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

	0	1003(a)	X	1003(g)		
Name of School 1:	Jefferson-Houston 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	\$ -	\$ 182,500.00	\$ 182,500.00	\$ 610,255.70	\$ 792,755.70	
2000- Personnel (Benefits)	\$ -	\$ 17,227.75	\$ 17,227.75	\$ 107,876.71	\$ 125,104.46	
3000- Purchased Services	\$ -	\$ 488,113.00	\$ 488,113.00		\$ 488,113.00	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ 35,000.00	\$ 35,000.00	
5000- Other Charges	\$ -	\$ 70,684.39	\$ 70,684.39	\$ 70,429.32	\$ 141,113.71	
6000- Materials and Supplies	\$ -	\$ 24,500.00	\$ 24,500.00		\$ 24,500.00	
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ 783,025.14	\$ 783,025.14	\$ 823,561.73	\$ 1,606,586.87	
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	<p>1003(a/g):</p> <p>Leadership Academy for the school leadership team: Five members of leadership staff will attend two days of leadership coaching and professional learning support provided by American Institutes of Research (AIR). Stipends - (\$1,500)</p>
2000- Personnel (Benefits)	<p>1003(a/g):</p> <p>Benefits: Rates for the contract salaries: VRS RHIC Life FICA Medicare Disability Health Dental Benefit Rates - FY14 11.71% 1.16% 0.53% 6.20% 1.45% 0.16% Grant: 16.85% 0.40% <u>Operating: 11.11% 0.46%</u></p>
3000- Purchased Services	<p>1003(a/g):</p> <p>Lead Turnaround Partner: American Institutes of Research. (\$452,353.00) See breakdown below</p> <p>Budget Category/ Key Deliverables/ Cost</p> <p>School Transformation Coach • One experienced turnaround leader who will provide on-site support for approximately twelve days per month to building principal and school leadership team in leading school level transformation in all SIG areas (\$140,358.00)</p> <p>Leadership Professional Development and Coaching • Summer leadership academy for school leadership team prior to Year 3</p> <ul style="list-style-type: none"> • Participation in 2 AIR transformation cohort meetings • Monthly leadership training workshops during the school year for school leadership team • Approximately four days per month on-site coaching for Principal and school leadership team (\$109,244.00) <p>Curriculum, Instruction, and Assessment Coaching and Professional Development • Approximately four days per month of math (48 annually) instructional coaching support to include curriculum and assessment working groups,</p>
4000 - Internal Services	<p>Title I Part A: Extended Day snacks for students (\$35,000)</p>

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

<p>5000- Other Charges</p>	<p>1003(a/g): Indirect Costs: (\$67,684.39) [Calculated at 13-14 approved rate] Travel to Richmond for VDOE/OSI Required Events (\$3,000.00)</p> <p>Title I: Indirect Costs: (\$70,429.32)</p>
<p>6000- Materials and Supplies</p>	<p>1003(a/g): I Station (\$6,500) Purchase of additional benchmark assessments for grades 3-8 (\$18,000.00)</p> <p>Indicators: TA01 REQUIRED - The school will use an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931) TA02 REQUIRED - The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)</p>
<p>8000- Equipment Capital Outlay</p>	

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

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

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

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

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

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

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

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

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

	0	1003(a)	0	1003(g)			
Name of School 4:	0						
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses		
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -		
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -		
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -		
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -		
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -		
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -		
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -		
Total	\$ -	\$ -	\$ -	\$ -	\$ -		
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.							
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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.							
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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
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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	\$	-	\$	-	\$	-	\$	-
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.								
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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	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
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 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.

	0	1003(a)	X	1003(g)		
Name of School 1:	Jefferson-Houston 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	\$ -	\$ 228,500.00	\$ 228,500.00	\$ 584,768.48	\$ 813,268.48	
2000- Personnel (Benefits)	\$ -	\$ 17,387.75	\$ 17,387.75	\$ 106,830.54	\$ 124,218.29	
3000- Purchased Services	\$ -	\$ 386,706.00	\$ 386,706.00	\$ -	\$ 386,706.00	
4000 - Internal Services	\$ -		\$ -	\$ 35,000.00	\$ 35,000.00	
5000- Other Charges	\$ -	\$ 63,432.84	\$ 63,432.84	\$ 67,595.97	\$ 131,028.81	
6000- Materials and Supplies	\$ -	\$ 6,500.00	\$ 6,500.00	\$ -	\$ 6,500.00	
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ 702,526.59	\$ 702,526.59	\$ 794,194.99	\$ 1,496,721.58	
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.						
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)					
1000 - Personnel	Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)					
Expenditure Codes	Budget Narrative					

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

<p>1000 - Personnel</p>	<p>1003(a/g): Leadership Academy for the school leadership team: Five members of leadership staff will attend two days of leadership coaching and professional learning support provided by American Institutes of Research (AIR). (\$1,500)</p>
<p>2000- Personnel (Benefits)</p>	<p>1003(a/g): Benefits: Rates for the contract salaries: VRS RHIC Life FICA Medicare Disability Health Dental Benefit Rates - FY14 11.71% 1.16% 0.53% 6.20% 1.45% 0.16% Grant: 16.85% 0.40% Operating: 11.11% 0.46%</p>
<p>3000- Purchased Services</p>	<p>1003(a/g): Lead Turnaround Partner: American Institutes of Research. (\$350,945.00) See breakdown below</p> <p>Budget Category/ Key Deliverables/ Cost</p> <p>School Transformation Coach • One experienced turnaround leader who will provide on-site support for approximately eight days per month to building principal and school leadership team in leading school level transformation in all SIG areas (\$93,572.00)</p> <p>Leadership Professional Development and Coaching • Summer leadership academy for school leadership team prior to Year 3</p> <ul style="list-style-type: none"> • Participation in 2 AIR transformation cohort meetings • Monthly leadership training workshops during the school year for school leadership team • Approximately two days per month on-site coaching for Principal and school leadership team (\$54,622.00) <p>Curriculum, Instruction, and Assessment Coaching and Professional Development • Approximately four days per month of math (48 annually) instructional coaching support to include curriculum and assessment working groups,</p>
<p>4000 - Internal Services</p>	<p>Title I Part A: Extended Day snacks for students (\$35,000)</p>

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

<p>5000- Other Charges</p>	<p>1003(a/g): Indirect Costs: (\$60,432.84) [Calculated at 13-14 approved rate as 14-15 rate is as-yet unknown] Travel to Richmond for VDOE/OSI Required Events (\$3,000.00)</p> <p>Title I: Indirect Costs: (\$67,595.97)</p>
<p>6000- Materials and Supplies</p>	<p>1003(a/g): I Station (\$6,500)</p> <p>Indicators: TA01 REQUIRED - The school will use an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931) TA02 REQUIRED - The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)</p>
<p>8000- Equipment Capital Outlay</p>	

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

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

	0	1003(a)	0	1003(g)	
Name of School 2:	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					
Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ -	\$ -

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

Sample Entry 1000 - Personnel	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)
	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 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	\$ -	\$ 182,500.00	\$ 182,500.00	\$ 610,255.70	\$ 792,755.70
2000- Personnel (Benefits)	\$ -	\$ 17,227.75	\$ 17,227.75	\$ 107,876.71	\$ 125,104.46
3000- Purchased Services	\$ -	\$ 488,113.00	\$ 488,113.00	\$ -	\$ 488,113.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ 35,000.00	\$ 35,000.00
5000- Other Charges	\$ -	\$ 70,684.39	\$ 70,684.39	\$ 70,429.32	\$ 141,113.71
6000- Materials and Supplies	\$ -	\$ 24,500.00	\$ 24,500.00	\$ -	\$ 24,500.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ 783,025.14	\$ 783,025.14	\$ 823,561.73	\$ 1,606,586.87
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	\$ -	\$ 228,500.00	\$ 228,500.00	\$ 584,768.48	\$ 813,268.48
2000- Personnel (Benefits)	\$ -	\$ 17,387.75	\$ 17,387.75	\$ 106,830.54	\$ 124,218.29
3000- Purchased Services	\$ -	\$ 386,706.00	\$ 386,706.00	\$ -	\$ 386,706.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ 35,000.00	\$ 35,000.00
5000- Other Charges	\$ -	\$ 63,432.84	\$ 63,432.84	\$ 67,595.97	\$ 131,028.81
6000- Materials and Supplies	\$ -	\$ 6,500.00	\$ 6,500.00	\$ -	\$ 6,500.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ 702,526.59	\$ 702,526.59	\$ 794,194.99	\$ 1,496,721.58
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	\$ -	\$ 411,000.00	\$ 411,000.00	\$ 1,195,024.18	\$ 1,606,024.18
2000- Personnel (Benefits)	\$ -	\$ 34,615.50	\$ 34,615.50	\$ 214,707.25	\$ 249,322.75
3000- Purchased Services	\$ -	\$ 874,819.00	\$ 874,819.00	\$ -	\$ 874,819.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ 70,000.00	\$ 70,000.00
5000- Other Charges	\$ -	\$ 134,117.23	\$ 134,117.23	\$ 138,025.29	\$ 272,142.52
6000- Materials and Supplies	\$ -	\$ 31,000.00	\$ 31,000.00	\$ -	\$ 31,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ 1,485,551.73	\$ 1,485,551.73	\$ 1,617,756.72	\$ 3,103,308.45

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: