

Tab 1: Division and School Information

Division Name	Alexandria City Public Schools
Contact	Natalie Mitchell
Address Line 1	1340 Braddock Place
Address Line 2	
City, VA, zipcode	Alexandria, VA 22314
Email Address	natalie.mitchell@acps.k12.va.us
Telephone Number	703.619.8280

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

School 1 Name	Jefferson-Houston PK-8 School	Indicate which model the school has chosen with an X.					
Principal Name	Dr. Christopher Phillips	1	<input type="checkbox"/>	USED School Turnaround			
Address Line 1	1501 Cameron Street	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 of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X.					
Email Address	christopher.phillips@acps.k12.va.us		<input checked="" type="checkbox"/>	1003(a)			
Telephone Number	703-706-4400		<input type="checkbox"/>	1003(g)			
NCES ID #: #510012000044		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 checked="" type="checkbox"/>	Cohort III
		<input type="checkbox"/>	Cohort IV	<input type="checkbox"/>	Cohort V		
		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 of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X.			
Email Address			<input type="checkbox"/>	1003(a)	
Telephone Number			<input type="checkbox"/>	1003(a)	

Tab 2: School 1 Reflections and Planning
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School 1 Name:	Jefferson-Houston PK-8 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 2014-2015 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 3- 5 goals for the upcoming school year:</p>	<ol style="list-style-type: none"> 1. 65% of students in the 'All Students' category will be proficient or better in Reading by June 2015. 2. 57% of students in the 'All Students' category will be proficient or better in Math by June 2015. 3. 50% of students will be proficient or better in Science by June 2015. 4. Reduce the number of discipline referrals by 25% by June 2015.

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<p>School Climate:</p> <p>1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year?</p> <p>b. What were the most successful strategies used to change the school climate?</p> <p>c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	<p>1. a. 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, staff, parents and community members. 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.</p> <p>1. b. Extended Learning Time resulted in a restructuring of the daily schedule on Tuesdays-Thursdays. Instructional blocks include whole-group student instruction, teacher-led small groups, cooperative groups and computer-based centers. The day begins with morning meetings, giving students opportunities to share and get to know each other in a non-threatening environment. 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 school-wide celebrations when goals are met. Additional supports were provided to students such as behavior and mentoring groups sponsored by our school support team, community-based mental health agency as well as parent and community volunteers.</p> <p>1.c. There were some students that needed mental health supports outside of the school building. More effective connections need to be made between families and mental health agencies and well as a need for constant onsite mental health support for students.</p> <p>Indicators:</p> <p>J1 The principal is familiar with research and best practices associated with efforts to increase learning time. (962)</p> <p>J2 The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners. (963)</p> <p>J3 Key The principal creates enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication. (964)</p> <p>J4 Key The LEA/School has allocated funds to support extended learning time, including innovative partnerships. (965)</p> <p>J5 The LEA assists school leaders in networking with potential partners and in developing partnerships. (966)</p>
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	<p>J6 Key The LEA/School creates and sustains partnerships to support extended learning. (967)</p> <p>J7 Key The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (968)</p> <p>J8 Key The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (969)</p>
<p>School Climate:</p> <p>1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year?</p> <p>b. What were the most successful strategies used to change the school climate?</p> <p>c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	<p>regular communication. (964)</p> <p>J4 Key The LEA/School has allocated funds to support extended learning time, including innovative partnerships. (965)</p> <p>J5 The LEA assists school leaders in networking with potential partners and in developing partnerships. (966)</p> <p>J6 Key The LEA/School creates and sustains partnerships to support extended learning. (967)</p> <p>J7 Key The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (968)</p> <p>J8 Key The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (969)</p>

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<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>Staff turnover continues to be a challenge for staff and especially students. While staff turnover has decreased throughout the Transformation process, it is still higher than average. 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. We have created processes and structures in order to create an ideal school climate. All new staff will receive professional development, coaching and support to acclimate them to Jefferson-Houston. A three week curriculum was created by staff to instruct students on schoolwide expectations and procedures as well as provide the teachers with a framework to establish classroom expectations and procedures. Feedback from students, parents and staff contributed to the redesign of extended learning time. Students receive extended learning time three days per week (beginning with the first day of school). Teachers spend a fourth day receiving professional development and/or participating in training and work sessions facilitated by lead partners, administrators or coaches. Hours and compensation for the extended day has been included in contracts, allowing staff members to make an informed commitment to working at Jefferson-Houston. We will continue to gather data to inform practices around staff retention.</p> <p>Indicators: D5 The LEA/School has established a positive organizational culture. (903) G2 The principal effectively and clearly communicates the message of change. (920)</p>
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<p>PROCESS STEPS / ATMOSPHERE OF CHANGE</p> <p>1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders?</p> <p>b. How are decisions communicated with all staff and/or stakeholders?</p>	<p>1. a. The school leadership structure changed in June 2014. Input was solicited from staff and community for the selection of a new principal. Two meetings for staff and families occurred during the summer to create a leadership profile and select a staff member/PTA member to sit on the interview panel. The school leadership structure consists of a Lead Academic Principal, two Academic Principals and an Assistant Principal. Staff members will continue to 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.</p> <p>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. 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. Weekly Collaborative Team Meetings (CLTs) take place by grade level and content area. These weekly meetings focus on the use of data, planning and instructional strategies, and student support. Staff members provide feedback and seek responses to posed questions. A plan-do-study-act approach to continuous improvement is employed at all meetings as we strive to improve systems, practices and outcomes. Work completed in these sessions support many indicators as detailed in our Indistar plan. Monthly updates (and requests) to the parents and other stakeholders including the Division Leadership and Support Team and the School Board are communicated by the members of the school leadership team and encompass the work done in all areas to school transformation. During these community meetings attendees receive data, have opportunities to ask questions and also give input on the ongoing plan and efforts to transform our school.</p> <p>Indicators: C1 Key The LEA has determined whether an existing principal in position for two years or less has the necessary competencies to be a transformation leader. (890)</p>
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	<p>C2 The LEA advertises for principal candidates in local newspapers, publications such as Education Week, regional education newsletters or web sites; alternatively, engage a search firm. (891)</p> <p>C3 The LEA has an established policy and process/rubric for screening principal candidates. (892)</p> <p>C4 The LEA has an established process for preparing to interview candidates. (893)</p> <p>C5 Key The LEA has an established criteria and format for interviewing candidates. (894)</p> <p>C6 Key The LEA selects and hires qualified principals with the necessary competencies to be change leaders. (895)</p> <p>D5 The LEA/School has established a positive organizational culture. (903)</p> <p>G2 The principal effectively and clearly communicates the message of change. (920)</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>Evaluation responsibilities will be shared between the Lead Academic Principal and Academic Principals. The Leadership team will meet 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, provide coaching and offer support (non-evaluative). All members of the team collect and monitor data in order to make informed contributions to team decisions. All members support the establishment and maintenance of our school culture. This detailed chart is shared with all staff members. The role and responsibilities of the External Lead Partner (American Institutes for Research) are also captured in a table.</p> <p>Indicators:</p> <p>E7 The LEA is prepared to proactively deal with problems and drop strategies that do not work. (915)</p> <p>E8 The LEA has a plan for evaluation and has clarified who is accountable for collecting data. (916)</p>

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<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>The school will use the School STAT performance management process to monitor effectiveness of new practices throughout the year. The process utilizes the following steps: Data is always analyzed prior to the meeting. Action items are always reviewed. Data collection is very short-cycle. Participants are active. They must problem solve, seek insight, and offer innovation. The Facilitator is not obligated to entertain questions or comments off agenda. The expectation is that participants will continue to use data methods with their team. Data usage is an ongoing part of doing business. The Facilitator (and Panel) are given license to separate the personal from the performance-related. The stat meetings will take place during the monthly transformation meetings and will include members of division and school leadership, as well as teachers, coaches, and AIR staff. This process will be employed for monitoring of all data and subsequent decision-making - regardless of whether practices are new or ongoing. Practices that have been proven to be unsuccessful will be replaced with those determined to be more likely to effect positive change.</p> <p>Indicators:</p> <p>B1 The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support transformation. (884)</p> <p>B2 The LEA has reoriented its culture toward shared responsibility and accountability. (885)</p>
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<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)</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 as well as common formative assessments created by teachers and vetted by the District/AIR team using the Interactive Achievement tool. 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>Indicators:</p> <p>TA01: The school uses 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)</p> <p>TA03: The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)</p>
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<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. 2.b. Formative assessments are used for a variety of purposes: Universal Screening Instructional Grouping Lesson planning and pacing Intervention planning and grouping Assessment of learning or Mastery</p> <p>Indicators: TA02: The school uses 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>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	<p>Lesson planning and pacing Intervention planning and grouping Assessment of learning or Mastery</p> <p>Indicators: TA02: The school uses 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>

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<p>3. How does 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) K2: The principal will focus on building leadership capacity, achieving learning goals, and improving instruction. (971)</p>
<p>EXTERNAL SUPPORT 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 Baptist Church, Jefferson-Houston PTA, Boys & Girls Club of Alexandria, YMCA of Alexandria, Charles Houston Recreation Center, CrossFit, Girl Scouts, Reading with Rover and other volunteer groups. A campaign called "All Hands on Deck" began with the school staff and extended through all of ACPS and the surrounding community. Many volunteers volunteered their time to our Saturday School experience and have committed to participating in the future.</p> <p>Indicators: J2 The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners J6 The LEA/School creates and sustains partnerships to support extended learning</p>

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<p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>other volunteer groups. A campaign called "All Hands on Deck" began with the school staff and extended through all of ACPS and the surrounding community. Many volunteers volunteered their time to our Saturday School experience and have committed to participating in the future.</p> <p>Indicators: J2 The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners J6 The LEA/School creates and sustains partnerships to support extended learning</p>
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<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	<p>The division continues to work with the American Institutes for Research. Our work in year 3 will build upon the core focus areas established in year 1 and 2:</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 • An overlay of tools and expert coaching as needed to support the work <p>AIR Lead Partner work is aligned to the Virginia Department of Education Turnaround Principles (TP1-7):</p> <ul style="list-style-type: none"> • TP 1: Providing strong leadership by providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget • TP 2: 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 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 • TP 3: Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration • TP 4: 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 • TP 5: Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data • TP 6: Establishing a school environment that improves school safety and discipline and addresses other non-
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<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	<p>the instructional program is research-based, rigorous, and aligned with state academic content standards</p> <ul style="list-style-type: none"> • TP 5: Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data • TP 6: Establishing a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs • TP 7: Providing ongoing mechanisms for family and community engagement <p>The following specific services will be provided in Year 3 in support of this approach:</p> <p>Leadership Coach/On Site Coordinator Support</p> <p>AIR will provide one Leadership Coach who will act in the role of Leadership Coach and On-site coordinator. The Leadership Coach will provide support and guidance for the implementation of key Lead Partner SIG related initiatives acting as the primary responsibility center for the AIR portion of the SIG implementation at the school level. This person will work closely with the principal and school leadership team to carry out the overall SIG plan. Duties may include:</p> <ul style="list-style-type: none"> • Provide 4 days of on- site support consisting of approximately 2 days per month of on- site support and two days of leadership coaching for the principal on developing effective turnaround leadership practice based on Turnaround Competencies needs assessment conducted in the fall 2014. • Monitor AIR recommended instructional strategies through observations/walkthroughs • Analyze formative and summative assessments • Report assistance with division and state progress required • Provide support to the school leadership team and instructional coaches/specialists/interventionists • Communicating and coordinating professional development with school principal/ internal lead partner/AIR staff
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<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>	<ul style="list-style-type: none"> • Serve as a member of the school leadership/transformation team • Participate in grade level/department planning sessions to provide support and/or coordinate work with content coaches • Participate in Professional Learning Community/Collaborative Learning Team meetings to provide support and/or coordinate work with content coaches • Attend and participate in all VDOE required training for the school <p>District and School Leadership Professional Development</p> <p>AIR recognizes the need to provide district and school level support for the sustained transformation of Jefferson Houston. AIR will continue to support the district leadership team in overseeing the transformation. This includes:</p> <ul style="list-style-type: none"> • AIR Lead Partner attendance and presentation at two School Board meetings to report on progress at the school and share any findings • ACPS District and Jefferson Houston School Leadership team participation in transformation cohort meetings (twice per year) with leaders from other AIR transformation and turnaround districts and schools. During the transformation cohort meetings, the district and/or school leadership team will work with other transformation schools in a collaborative learning environment focused on developing transformation leadership expertise and sharing of successful strategies • Determine roles and responsibilities to include lines of communication for the Lead Turnaround Partner, school administrator, and Internal Lead Partner. AIR and the Internal Lead Partner will schedule a meeting to take place no later than Oct. 1, 2014 • Participation in monthly School Improvement Team meetings led by the Internal Lead Partner. The Internal Lead Partner will schedule monthly meetings for the school year with a calendar published by October 1, 2014. The Lead Turnaround Partner and the Internal Lead Partner will work collaboratively to identify key stakeholders to participate from the school, district, and Lead Turnaround Partner to compose the team and set the purpose for the team. • Provide turnaround/transformation research and resources during monthly SIT meetings in the various areas of turnaround including data use, formative assessments, quick wins, communication,
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<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>outreach, and other foci of the implementation.</p> <ul style="list-style-type: none"> • Provide support in the design and implementation of the monthly District/School/Air Content Coaching meeting to assess progress, discuss challenges, and collaboratively plan support for teachers. <p>For the school leadership team, the development and coaching will be more intensive. Supports include:</p> <ul style="list-style-type: none"> • Participation in transformation cohort meetings (twice per year) with leaders from other AIR transformation and turnaround districts and schools. During the transformation cohort meetings, the district and/or school leadership team will work with other transformation schools in a collaborative learning environment focused on developing transformation leadership expertise and sharing of successful strategies • Conduct the Mid –Year Reality check in collaboration with the School Leadership Team to analyze current progress and develop 45 day course correction action plan • Conduct monthly 90 minute professional development sessions before/during/after school for School Leadership Team on monitoring implementation of SIG, turnaround research and case studies, and school leadership team effectiveness. • Publish Leadership Coaching training dates for the school year by October 1, 2014. <p>Curriculum, Instruction, and Assessment Coaching and Professional Development</p> <p>Effective instructional coaching is at the heart of any school transformation, as teachers have the greatest impact on student achievement.Coaching of coaches will be focused on two areas. Coaches will receive support to build coaching knowledge and skills and curriculum coaching support to ensure that the curriculum and assessments are aligned to the Virginia Standards of Learning, ACPS Curriculum Guide, ACPS required content specific text such as Math Expressions, and other district instructional programs such as Balanced Literacy for grades k- 5.Coaching support for teachers will include co-teaching and modeling, classroom observations and debriefs with teachers of mathematics along with administrators as appropriate to identify strengths and weaknesses, build</p>
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<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>administrative and coach insight and capacity to strengthen instruction, and monitor progress. AIR will implement the coaching tracking tool (CTT) that allows AIR and the school leader to track and analyze coaching effectiveness. Video provides a unique opportunity for both teacher and coach to return to a lesson and analyze different components of instruction. Through AIR's video feedback cycles, video is used to facilitate conversations about mathematics instruction between teachers and AIR mathematics coaches. This approach is well grounded in recent, rigorous research that links video-based feedback to improvements in both teacher and student outcomes (Allen, Pianta, Gregory, Mikami, & Lun, 2011). Each feedback cycle consists of the following series of steps:</p> <ul style="list-style-type: none"> • A lesson is video-recorded and uploaded to a secure location where the teacher and an AIR mathematics coach can access and reflect on it. • The AIR mathematics coach uses a well-established observation framework (such as the Mathematical Quality of Instruction observation tool) to analyze instruction, selects three or four video clips from the lesson to illustrate areas of strength and considerations for continued development, and creates a form that outlines this feedback. • The AIR mathematics coach meets with the teacher to debrief the lesson, collaboratively observe the clips, and discuss the feedback. • Together, the teacher and AIR mathematics coach develop an action plan that outlines next steps. <p>We offer feedback options that focus on the nature of the mathematics offered to students as well as feedback on pedagogical moves that can support student engagement in the standards for mathematical practice. Each feedback session is offered remotely, through video and computer screen-sharing technology, and can be tailored to the particular needs of the teacher or focused on a shared set of topics generated by a grade-level team, department, or school.</p> <p>Math Content and Coaching Support: AIR will provide four days per month (48 days annually) of onsite support for the Math instructional coach and teachers. The focus for the math instructional coach will be building coaching knowledge and skills, identifying staff for support and determining specific coaching strategies to utilize, analyzing coaching tracking data and determining course</p>
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<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>corrections, and communicating implementation metrics with the School Leadership Team. AIR content coaching will include modelling, co-teaching and planning, and demonstration lessons for and with teachers. Professional development as determined by AIR, math Instructional coach, and School leadership Team will be aligned with the school's SIG goals, the VDOE Turnaround Principals 1-7, Standards of Learning, and the school's Indistar Indicators. Math content coaching support will consist of the following:</p> <ul style="list-style-type: none"> • Conduct professional development twice a month on Monday during early release time with designated grade level teachers, focusing on the 9 High Leverage Strategies for Teaching Mathematics and other general practices of good math instruction (e.g., exit slips, review of formative assessment data, principles of small group pull out instruction). • Conduct professional development once per month during the Wednesday Collaborative Learning Time block, which will focus on grade specific instructional issues, including the review of formative assessments data and targeted instructional plans for individual students. • Support the development and implementation of structure/curriculum/training for teachers for extended learning time that addresses the needs of tier 2 and 3 students as well as those identified for enrichment by October 1, 2014. • Publish Math Content coaching support on site days and professional development sessions for the school year to the district and school by October 1, 2014. • Conduct pilot of blending coaching model (video/on- site support) for identified math teachers. Teachers will be given an ipad to use for videotaping and reflecting on lesson. Teachers who successfully complete the requirements of video coaching by videotaping assigned lesson and participating in coaching sessions will receive the ipad at the end of the pilot. <p>Reading Content and Coaching Support: AIR will provide four days per month (48 days annually) of onsite support for the reading instructional coach and teachers. The focus for the reading instructional coach will be building coaching knowledge and skills, identifying staff for support and determining specific coaching strategies to utilize, analyzing coaching tracking data and determining course corrections, and communicating implementation metrics with the School Leadership Team.</p>
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<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>AIR content coaching will include modelling, co-teaching and planning, and demonstration lessons for and with teachers. Professional development as determined by AIR, reading Instructional coach, and School leadership Team will be aligned with the school's SIG goals, the VDOE Turnaround Principals 1-7, Standards of Learning, and the school's Indistar Indicators.</p> <p>In addition, Dr. Bill Brozo Professor of Literacy at the George Mason University's Graduate School of Education will be contracted for up to 10 consulting days scheduled throughout the year to work in an advisory capacity to AIR LTP and Alexandria School District with the focus of the work to address literacy in the following areas:</p> <ul style="list-style-type: none"> • Explore and understand early and adolescent literacy instructional needs • Provide support to the district and school to conduct a gap analysis of the current reading curriculum to identify literacy instructional needs • Provide support to the district and school to revise scope of and sequence and develop appropriate pacing guides aligned to the Standard of Learning that incorporates reading and writing • Provide support to the district and school to determine ELA reading block structure that maximizes learning time • Provide support to the district and school to determine appropriate assessment tools and frequency. • Provide support to the district and school to identify effective intervention models • Provide support to the district and school to identify Professional Development calendar for SY 2014/2015 for ELA teachers including topic, presenter, and intended outcomes. <p>Reading Content Coaching will consist of the following:</p> <ul style="list-style-type: none"> • Conduct professional development twice a month on Monday during early release time with designated grade level teachers based on data analysis of formative assessments such as Scholastic Reading Inventory, CRTs, and SOL student by question reports. Topics to be considered
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<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>and prioritized as the in depth analysis reveals and aligns with results are the following.</p> <ul style="list-style-type: none"> • Running records and miscue analysis to assist with identification of instructional levels for flexible grouping by October 1, 2014 for kindergarten – fourth grade teachers • Spelling and word study by December 1, 2014 to assist with increasing decoding and encoding skills for kindergarten – fourth grade teachers • Differentiated reading instruction by February 1, 2015 to assist with guided reading and literacy center implementation for kindergarten – fourth grade teachers • Higher-level thinking and questioning strategies by December 1, 2014 for third-eighth grade teachers • Differentiated reading instruction by March 1, 2015 to place an increased emphasis on comprehension development for third-eighth grade teachers • The writing process instruction for fourth – eighth grade teachers by October 1, 2014 • Writing-to-learn strategies by December 1, 2014 for kindergarten – eighth grade <p>Support the development and implementation of structure/curriculum/training for teachers for extended learning time that addresses the needs of tier 2 and 3 students as well as those identified for enrichment by October 1, 2014.</p> <p>Diagnostic Tools and Progress Monitoring</p> <p>It is critical that we ensure that the school, district, and lead partner together are making adequate progress towards our goals. Frequent data collection and analysis, along with a regular review of key metrics, is critical for our joint success. AIR will lead this effort through a variety of key mechanisms which include:</p> <ul style="list-style-type: none"> • AIR will prepare monthly and quarterly progress reports for the superintendent which will delineate progress on implementation and identify barriers to progress. AIR will meet with the superintendent and selected team members monthly to review key metrics and identify further actions and or changes needed to the plan. The Internal Lead Partner will schedule and publish a calendar of meeting times by October 1, 2014.
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<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>	<ul style="list-style-type: none"> • AIR will prepare and present Lead Partner progress reports, support the district and school leaders in preparing quarterly progress reports for the School Board and /or Virginia Department of Education, and prepare data analysis reports as requested by the Internal Lead Partner. The ACPS district will provide AIR with online access to appropriate data systems such as Scholastic Math Inventory, Scholastic Reading Inventory, and Criterion Reference Test to analyze and track data for monitoring student achievement progress. AIR and the Internal Lead Partner will collaboratively establish data analysis reporting dates and structure for the data reports. • AIR will implement, monitor, and deliver monthly Coaching Tracking Tool and three times yearly administration of Teacher's Perception of Coaching generating report of coaching implementation progress. • AIR will administer CLASS-S observations in fall and spring of school year 2014/2015. Fall administration will consist of school and district identified staff attend a 2 hour CLASS-S training to develop an understanding of the research base for CLASS-S, observation process, and determine logistics for conducting the observations. Observations will be conducted by a certified AIR CLASS-S observer. A report will be delivered within two weeks of the observations. A follow up two hour training will be conducted for school and district identified staff to understand the findings of the report, align the findings of the report to the School Improvement Plan, and develop a communication process to staff. The spring administration of CLASS-S will consist of observations and follow up 2 hour report briefing with school and district identified staff. <p>E1: The LEA will identify potential external providers. (906) E6: The LEA will plan for and initiate an ongoing cycle of continuous progress monitoring and adjustment. (914)</p>
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<p>3. In what ways will parents be involved in the design and implementation of the interventions, and given the opportunity for input? Informed of progress?</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 support to parents in alignment with the transformation process, all in support of student achievement and at the request of parent participants.</p> <p>Parent Engagement Plan:</p> <ol style="list-style-type: none"> 1. Engage parents in activities that support the transformation process. To date, parents have assisted in coordinating experiences to support students including a before-school homework club and after-school activities on Mondays. Jefferson-Houston students have traditional hours on Mondays. Dismissal is at 2:35 and students can participate in a variety of activities available. 2. Engage parents in creating and implementing Individual Achievement Plans for identified students in grades 1-5. 3. Engage parents in creating and implementing Individual Career and Academic Plans for students in grades 6-8 4. The principal continues to meet with the PTA president (or her designee) monthly. 5. Parent volunteer/organizer will facilitate weekly meetings with parents on Friday mornings. Activities will include: homework support and instructional strategies for parent support of students while at home, volunteer activities while in school, and other needs identified through survey and suggestion box data 6 Plan for communication of Transformation progress in the 2014-2015 school year. <p>Indicators:</p> <p>D3 : The LEA/School will engage parents and community in the transformation process. (901)</p>
<p>STAFFING & RELATIONSHIPS</p> <p>1. What process is used to assign teachers to positions, classes and 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) and division leadership in making these decisions based on multiple data points.</p> <p>Indicators:</p> <p>The principal will focus on building leadership capacity, achieving learning goals, and improving instruction. (971)</p> <ol style="list-style-type: none"> 1. Adjustments to instructional placements are based on student needs (as demonstrated by data) and may take place as data demands.

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<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>The division's teacher evaluation system is in its third year of implementation. 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 individual, school and division goals. Mid-year meetings allow both parties to evaluate progress toward goals (teacher and student data) and review documentation toward goals. The summative evaluation is completed at the end of the year with all data points collected and reviewed.</p> <p>H2: The principal will regularly evaluate a range of teacher skills and knowledge, using a variety of valid and reliable tools. (926)</p> <p>H8: The evaluation process will be linked with the LEA's collective and individual professional development programs. (933)</p>
<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. 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> <ol style="list-style-type: none"> 1. Teachers will be evaluated using formative and summative tools, including walk-throughs and longer observations. 2. Whenever possible and appropriate, the principal will provide staff members with leadership opportunities. 3. Administrators will participate directly in the recruitment of staff for Jefferson-Houston from outside the school division.

Tab 2: School 1 Reflections and Planning
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<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>The principal is evaluated using the division's system and the External lead partner evaluation. Feedback is provided from the Superintendent and the Director of Elementary Instruction throughout the year.</p>
<p>5. How do you define the relationship between the state contractor, lead turnaround partner or internal lead partner, and the principal? How can it be improved? (Applies to continuation applications ONLY)</p>	<p>The state contractor came on in February 2014. The state contractor provided professional development to the leadership team in the areas of lesson planning and standards alignment. The ILP was once the Chief Academic Officer but will now be split between the Director of Elementary Instruction and the Director of Title I Programs for the 2014-15 school year. The relationship between all is very transparent and supportive of the school. It is very clear that all parties involved want to see the students of Jefferson-Houston succeed. There have been revitalized lines of communication and restructured support structures (hiring of a Dir. of Elem Instruction; structured collaboration between division Office of Professional Learning, AIR and school coaches; strengthened Transformation meetings that now include the Stat process and strengthened central office participation, all the way up to the Superintendent in order to support the school moving forward).</p> <p>Indicators: E6 Key The LEA has planned for and initiated an ongoing cycle of continuous progress monitoring and adjustment. (914) E7 The LEA is prepared to proactively deal with problems and drop strategies that do not work. (915)</p>
<p>DECISION-MAKING PROCESS & AUTONOMY 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>Over the summer, many of the school improvement decisions were made by Division Leadership in the absence of a Lead Principal. While the Lead Principal will have much autonomy, Jefferson-Houston will implement the Stat process and many critical school improvement decisions will be made via this process. The protocol consists of a deep examination of the progress towards set school goals. The data pertaining to these goals will be examined on a monthly basis. Members of the school and/or division team are invited to participate in the meetings based on their connection to the data. There will be a collaborative approach to decision making, supported by data analysis. The School Leadership Team, which consists of the administrative staff, instructional coaches and select teachers, division and AIR personnel will participate in Stat. The team will use the data to decide next steps for the school. The goals and actions steps, based on the decision made will be set by the team, executed by the school and monitored by the person(s) responsible for the item.</p>

Tab 2: School 1 Reflections and Planning
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<p>DECISION-MAKING PROCESS & AUTONOMY</p> <p>1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p>	<p>Progress monitoring updates will be given on a regular (biweekly, monthly - for Stat, or quarterly) basis and communicated to the rest of the staff via faculty or CLT meetings. Based on the monitoring data, the team will decide to stay the course or alter the approach to the issue.</p> <p>Indicators:</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>F2: The LEA provides the school transformation team members will receive information on what the school can do to promote rapid improvement. (918)</p> <p>E6: The LEA will plan for and initiate an ongoing cycle of continuous progress monitoring and adjustment. (914)</p>
<p>PHASE OUT PLANNING</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>1.a State support for the unpacking of SOL alignment, rigor and clarify of the lesson plan observation tools and the teacher evaluation standards.</p> <p>1.b The school has staffed the building with instructional coaches from its own operating budget who have worked with the ELP for the past year in order to increase their capacity. In addition, the Division is leading the work and will partner in all professional development, planning and coaching of all staff in order to ensure that the work is sustainable and aligned to school and division goals. All meetings and processes are documented in order to create a historical timeline for the school. Lastly, the school leadership team has been restructured to effectively address the differing needs of the school. This restructuring effort is solely supported by operating funds.</p> <p>Indicators:</p> <p>K6 Key All teachers, working in teams, differentiate and align learning activities with state standards. (976)</p> <p>K7 Key All teachers assess student learning frequently using standards-based classroom assessments. (977)</p>
<p>2. What supports from the state would be the most helpful?</p>	<p>1.a State support for the unpacking of SOLs, alignment, rigor and clarifying of the lesson plan observation tools and the teacher evaluation standards.</p>

Tab 2: School 1 Reflections and Planning
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Required Elements	
Required element	Response
1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools	See school's State Report Card. (You do not have to copy and paste responses for this element.)
2. Student achievement data for the past two years (2012-2013 and 2013-2014) 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)	See school's State Report Card. (You do not have to copy and paste responses for this element.)

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>3. Total number of minutes in the 2013-2014 school year that all students were required to attend (broken down by daily, before-school, after-school, Saturday school and summer school) and any additional increased learning time planned for 2014-2015</p> <p>*This information will be shared with USED.</p>	<p>97,180 includes extended day minutes added from September through June. 900 additional minutes for identified students to attend Saturday School. Jefferson-Houston plans to provide extended learning opportunities beginning in September through June for the 2014-15 SY.</p> <p>Indicators: J1 The principal is familiar with research and best practices associated with efforts to increase learning time. (962) J4 Key The LEA/School has allocated funds to support extended learning time, including innovative partnerships. (965)</p>
<p>4. 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>Total Students: 375 Male:211 Female:164 Asian:7 Black:247 Hispanic:67 White:42 Students with disabilities:81 Limited English proficient:34 Migrant: Homeless:57 Economically disadvantaged:304</p>

Tab 2: School 1 Reflections and Planning
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<p>5. Analysis of student achievement data with identified areas that need improvement based on 2012-2013 and 2013-2014. (Include preliminary data for 2014-15 if this is a continuation application.)</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 throughout the application.)</p>	<p>Based on 2012-2013 scores and preliminary 2013-2014 scores, we have employed a strategy of prioritizing support. Data analysis has led to a continued, but strengthened focus on Reading and Math achievement. The Division will work with the school and external lead partner to align curriculum, resources and monitoring protocols in order to streamline support and accountability.</p> <p>Area 1: Annual SOL Reading scores demonstrate a moderate increase in the overall pass rates, however, the rates are still low (61%, 41%, 45% unadjusted) and have led us to continue and revise the corrective action plan for Reading that differentiates the approach for grades K-5 and 6-8.</p> <p>Area 2: Annual SOL Math scores demonstrate low pass rates (35%, 50%, 40% unadjusted) and have led us to continue and revise the corrective action plan for mathematics.</p> <p>As overall pass rates are low for all grades, none meeting benchmarks, action plans address needs for *all* grades. Please see school report card for full, disaggregated scores.</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 new school will open in August 2014 2) 56 classrooms, 26 administrative spaces and 2 conference rooms 3) Media center: Central reading room with both electronic and print materials, 2 break out rooms, auxiliary reading room, media center office, charging room, teacher resource room and restroom 4) There is no central cafeteria, 5 smaller Extended Learning Areas served by 3 serving lines. These areas will be used for academics 4 hours a day and breakfast/lunch 2 hours a day. 5) Full size gym outfitted for both basketball and volleyball, full sized artificial turf athletic field, multipurpose room with rubberized floor, and playground equipment specifically designed for both PreK and upper elementary students.</p>
<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p>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. Each grade level has a classroom set of SMART Response systems.</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 2013-2014 school year. This should be an unduplicated count for each set.

Set 1 Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers	40.5	100%
Teachers (not highly qualified)	0	0%
Set 2 Category	Number of Teachers	Percentage of All Teachers
Teachers with less than 3 years in grade/subject	2: MD K-4, 1st grade	2%
Number of teachers with a provisional license	0	0%

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LIST the number of teachers by grade level or subject area with less than 3 years of experience (i.e., Grade 3 (2) or Gr 7 Reading/LA (1))																							
<p>9. a. 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 border="1" style="margin-left: 20px;"> <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> <p>b. Total number of days teachers worked divided by the number of teaching days (2013-2014).</p>	Yrs	#Instructional Staff	0	1	1	6	2	4...	<p># of teachers in 14-15 with less than three years teaching experience:</p> <p>1st grade: 1 SpEd: 1</p> <p>Number in 13-14: 0</p> <p>Yrs # of Staff</p> <table border="1" style="margin-left: 20px;"> <tbody> <tr> <td>0</td> <td>12</td> </tr> <tr> <td>1</td> <td>11</td> </tr> <tr> <td>2</td> <td>8</td> </tr> <tr> <td>3</td> <td>3</td> </tr> <tr> <td>4</td> <td>0</td> </tr> <tr> <td>5</td> <td>2</td> </tr> <tr> <td>6+</td> <td>5</td> </tr> </tbody> </table> <p>b. 7,380 possible days - 636 total days absent = 6,744 days = 91.4% attendance rate.</p>	0	12	1	11	2	8	3	3	4	0	5	2	6+	5
Yrs	#Instructional Staff																						
0	1																						
1	6																						
2	4...																						
0	12																						
1	11																						
2	8																						
3	3																						
4	0																						
5	2																						
6+	5																						
Required Elements																							
Required element	Response																						
<p>1. a. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.</p> <p>b. Provide a timeline.</p>	<p>1.a. The division will use the monthly Transformation meeting in conjunction with Indistar monitoring and the implementation of the Stat process to monitor if the intervention model has been fully and effectively implemented.</p> <p>1.b. Initially the division intended to fully implement the model within a three year time period. However, due to continuing low achievement, the school will remain in Priority status for at least another two years. As such, though many of the Transformation indicators will be closed at the completion of the initial three year cycle, they will be re examined as needed while the school works to increase student achievement over the next two years.</p>																						

Tab 2: School 1 Reflections and Planning
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<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>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. Should the need for new partners arise, the division will either select a new partner from the approved state list (via committee with a similar makeup to the initial process) or enter into another RFP process.</p> <p>Indicators: E1 The LEA has identified potential external providers. (906)</p>
<p>3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.</p>	<p>1. 65% of students in the 'All Students' category will be proficient or better in Reading by June 2015. 2. 57% of students in the 'All Students' category will be proficient or better in Math by June 2015.</p> <p>In order to ensure achievement of these goals, the following will be monitored: Students will increase achievement by 5% each quarter working toward or maintain a 75% or higher on monthly assessments At least 95% (ADA) of the students will be accessing full day learning due to attendance and alternative education options in school Students will achieve a score of 3 or higher on a rubric used to evaluate products including transfer tasks.</p> <p>Indicators: K6 Key All teachers, working in teams, differentiate and align learning activities with state standards. (976) K7 Key All teachers assess student learning frequently using standards-based classroom assessments. (977)</p>
<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>The division has established a Leadership Support Team that consists of the Superintendent, Chief Academic Officer, Title I Director, Director of Elementary Instruction, Director of Secondary Instruction, Director of Professional Learning and other central office personnel to work closely with its Priority School. The Division has assigned the Director of Elementary Instruction and the Title I Director to serve as the internal lead partner for the school and to visit the school at a minimum 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 restructured the administrative structure at the school, creating the roles of Lead Principal (directly responsible for grades 3-5) and Academic Principals for PS-2 and 6-8. The school's Assistant Principal will now manage and monitor the school's data</p>

Tab 2: School 1 Reflections and Planning
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	<p>processes (including deep involvement in the Stat process).</p> <p>Indicators: D1 The LEA/School has assigned transformation team members the task of creating a plan to work and communicating with stakeholders prior to and during implementation of the transformation. (898) D2 The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change. (899)</p>
<p>Required Elements</p> <p>Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</p>	
<p>1. Steps taken to secure the continued support of the local school board for the reform model chosen</p>	<p>N/A</p>
<p>2. Steps taken to secure the support of the parents for the reform model selected</p>	<p>N/A</p>
<p>3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)</p>	<p>N/A</p>

Tab 2: School 1 Reflections and Planning
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4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	N/A
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Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

For each **Cohort I, II, III, and IV** Priority School receiving 1003(g) funds, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2014 through September 30, 2015, only**. The description of budget codes is included as Tab 23. Newly identified priority schools for 2014-2015, **Cohort V**, will include division- and school-level pre-implementation expenses as part of their budget. All schools will document division-level, school-level and other funds that support the implementation of the chosen intervention model. 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 level. Complete one of the charts below for each school (six schools = six budget charts). Include the use of other funding sources such as Title I Part A Division-Level set-aside,, Title II, Part A; Title III, Part A; Title IV, Part B, Title VI, Part B; and state and/or local resources under "Other Expenses".

	X	1003(a)					
Name of School 1: Jefferson-Houston PK-8 School							
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ -	\$ 44,521.00	\$ 44,521.00	\$ 578,011.00	\$ 622,532.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ 4,476.00	\$ 4,476.00	\$ 123,183.00	\$ 127,659.00
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 360,038.00	\$ 360,038.00	\$ 72,252.00	\$ 432,290.00
4000 - Internal Services	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ 9,667.43	\$ 3,000.00	\$ 12,667.43	\$ 42,514.00	\$ 55,181.43
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ 14,415.00	\$ 14,415.00	\$ -	\$ 14,415.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ 9,667.43	\$ 426,450.00	\$ 436,117.43	\$ 815,960.00	\$ 1,252,077.43
Pre-Implementation Total		\$ -					

Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

<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>6000</p> <p>Materials and Supplies</p>	<p>Pre-Implementation: Mailings (2) - postage 142.00; printing \$298 (Total \$440.00)</p> <p>Division-level: NA</p> <p>School-level: Binders, copies of training packages (\$1425.00 SIG); Math intervention training materials (\$300.00) and manipulative sets for 20 classrooms (20@55.00 = \$1,100); Leveled readers for classroom libraries- 20 classrooms (20@250.00 = \$5,000)</p> <p>Other Expenses: Leveled reader sets for book closet (basal supplemental sets of 5 books for small group) (\$28,000; Title I); Math manipulatives for station activities 20@150.00, (\$3,000; Title I)</p>	
<p>Expenditure Codes</p>	<p style="text-align: center;">Jefferson-Houston PK-8</p> <p>School: School</p>	<p>Budget Narrative</p>

Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

1000 - Personnel	<p>Pre-Implementation: (N/A)</p> <p>Division-level: (None)</p> <p>School-level: Learning Academy for Staff: Classroom teachers and specialists (31) will attend three days of content-specific (reading and math) professional learning provided by staff and division coaches to include curriculum, research and theory based pedagogy, coaching and lesson planning. Stipends - (31 teachers x \$150/daily x 3 days = \$13,950)</p> <p>Summer Planning: Members of the school leadership team, including two coaches and two lead teachers will plan for the upcoming school year including the identification of staffing, professional development and scheduling needs for the upcoming year based on all data available, including SOL data. Stipends - (10 staff x \$150/day x 4 days = \$6,000)</p> <p>Extended Day Stipends: Stipends to staff to include all general education teachers and kindergarten paraprofessionals, specialists (reading, math, ELL, school improvement, media), the TAG teacher, Encore teachers assigned full time to Jefferson-Houston (art, PE, vocal music - but only when instructing academic intervention rather than enrichment, which is funded via operating), instructional coaches, substitute costs when teachers are absent. Due to historical and anticipated continuing reductions in Title I, Part A allocation and resulting set-aside used to fund this extended day initiative, additional funding is requested to supplement the amount of available funding under Title I, Part A.</p>
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Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

1000 - Personnel	<p>Total cost breakdown as follows: 36 teachers @ \$9,867 (\$46/hr x 1.5hrs x 143 days) = \$355,212 10 paras (@ total cost of \$206.80/hr) x 1.5hrs x 143 days = \$44,358.60 Total teacher and para cost: \$399,570.60. Less Title I set-aside funding (see revised set-aside below. Amount is larger due to increased allocation) = \$24,570.60</p> <p>Other Expenses: Title I: Alternative Intervention Teacher (0.5): Will work directly with students in in-school suspension to reduce out-of-school time for children experiencing behavioral challenges, and ensure academic continuity for this at-risk population. (\$41,814) Academic Interventionist (1): Will work directly with students in Tiers 2 and 3 of the Response to Intervention Model in Reading and Math as determined by data. (\$104,147) Extended Day Stipends: (\$375,000)</p> <p>Operating: Instructional Coaches (2.0): Will work directly with teachers in conjunction with division and AIR coaches to provide ongoing professional development, coaching and support at the school level in alignment with the ACPS Teaching and Learning Model to refine teachers' implementation of the curriculum from routine to refined, pedagogical approach and relationships; all to positively impact student learning. Professional development areas of focus are determined by the data analyzed in the School Education Plan. Teachers in need of coaching are identified through observations by Division and School Leadership Teams in addition to weekly analysis of student data. The instructional coaches will also be available to provide individual support to teachers as they implement newly learned strategies and practices in the classroom (\$154,050)</p> <p>Indicator: J4 The LEA/School will have allocated funds to support extended learning time, including innovative partnerships.</p>
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Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

2000- Personnel (Benefits)	<p>Pre-Implementation: N/A</p> <p>Division-level: (None)</p> <p>School-level: Benefits: Rates for the contract salaries: VRS RHIC Life FICA Medicare Disability Benefit Rates - FY15 14.5% 1.18% 0.46% 6.20% 1.45% 0.16% Health: 7.73%-16.85%; Dental: 0.3%-0.76% For stipend/hourly rates (not including stipends for paraprofessionals who are paid hourly and benefits are charged at regular contract): FICA: 6.2% Medicare: 1.45%</p> <p>Learning Academy for Staff: \$1,068</p> <p>Summer Planning: \$459</p> <p>Extended Day: \$2,949</p> <p>Other Expenses: Title I: Alternative Intervention Teacher (0.5): \$13,376 Academic Interventionist (1): \$35,019 Extended Day Stipends: \$21,988 Operating: Instructional Coaches (2.0): \$65,867</p>
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Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

**3000- Purchased
Services**

Pre-Implementation:
(N/A)

Division-level:
(None)

School-level:

Lead Turnaround Partner: American Institutes for Research:
Leadership Coach/On Site Coordinator

- One experienced turnaround leader who will provide on-site support 4 days per month which will include 2 days of on-site coaching for the Principal and School Leadership team to building principal and school leadership team in leading school level transformation in all SIG areas.
- Monthly professional development conducted before/during/after school for School Leadership Team on monitoring implementation of SIG.
- Participation in 2 AIR transformation cohort meetings for District and School Leadership Team

Curriculum, Instruction, and Assessment Coaching and Professional Development

- Provide four days per month (48 days annually) of onsite support for the Math instructional coach and teachers to include modelling, demonstrations, co-teaching and co-planning, participation in Collaborative Learning Team meetings, and professional development.
- Provide four days per month (48 days annually) of onsite support for the reading instructional coach and teachers to include modelling, demonstrations, co-teaching and co-planning, participation in Collaborative Learning Team meetings, and professional development.
- Implement blended coaching (video and on- site support) for math teachers
- Provide up to 6 consulting days from Dr. Brozo

Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

District and School Leadership Professional Development/Diagnostic Tools and Progress Monitoring

- Prepare and deliver monthly and quarterly reports for the district and VDOE.
- Attend and present at two School Board meetings to report on progress at the school and share any findings
- Attend and participate in School Improvement Team monthly meetings with the superintendent and other district leaders to assess progress
- Provide turnaround/transformation research and resources during monthly SIG Monitoring meetings in the various areas of turnaround including data use, formative assessments, quick wins, communication, outreach, and other foci of the implementation.
- Implement, monitor, and deliver monthly Coaching Tracking Tool and three times yearly administration of Teacher's Perception of Coaching report
- Conduct Reality Check at mid-year to determine mid-course corrections and provide support to develop 45 day course correction action plan
- Attend and participate in twice monthly District/School/Air Coaching meetings
- Conduct CLASS-S observations fall and spring with associated briefing meetings and reporting
(40 hours/wk for Oct-June. 408 students x base price \$835 = \$340,690. Contractor proposed total is: \$339,038)

VDOE Contractor: VDOE appointed contractor liases between school, division, and OSI; advises principal and other school staff on matters concerning instruction, coaching, leadership and requirements for Priority Schools. (24hrs onsite/month x 10 months x \$75/hr (\$18,000) + 6hrs paperwork/month x 10mos x \$50/hr (\$3,000) = \$21,000)

Other Expenses: UPD School Stat: professional learning in data management and implementation practice for use in short-cycle tactical decision-making and for creating an organizational focus on results. (\$72,252)

Indicators: B4 LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities; E1: The LEA has identified potential external providers

**3000- Purchased
Services**

Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

4000 - Internal Services	<p>Pre-Implementation: N/A</p> <p>Division-level: (None)</p> <p>School-level: (None)</p> <p>Other Expenses: (None)</p>
5000- Other Charges	<p>Pre-Implementation: N/A</p> <p>Division-level: Indirect Costs: Calculated at VDOE approved rate of 8.6%, includes allowable calculation of IDC against first \$25k of contractor cost: \$9,667.43</p> <p>School-level: Travel to Richmond for required Priority School Activities: \$3000</p> <p>Other Expenses: Title I: Indirect Costs: \$42,514</p>

Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

6000- Materials and Supplies	<p>Pre-Implementation: N/A</p> <p>Division-level: (None)</p> <p>School-level:</p> <p>Agile Mind Middle School Mathematics for grades 6-8. The program transitions students from elementary mathematics to increasingly abstract mathematics that builds higher-order thinking and problem solving capabilities. Program includes instructional materials (incl. classroom manipulative kits), assessments, implementation support, and professional learning and will be integrated and supported by AIR coaching staff (\$12,330)</p> <p>Responsive Classroom program for K-4. Program enhances teacher effectiveness, higher student achievement and improved school climate. School will purchase Morning Meeting, Teaching Language and Teaching Discipline in the Classroom professional development kits (\$2,085)</p> <p>Other Expenses: (None)</p> <p>Indicators:</p> <p>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)</p> <p>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).</p>
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Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

8000- Equipment Capital Outlay	Pre-Implementation: Division-level: School-level: Other Expenses:
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Tab 19: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2015 through September 30, 2016, only**. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-aside,; Title II, Part A; Title III, Part A; Title IV, Part B, Title VI, Part B; and state and/or local resources under "Other Expenses".

Name of School 1:	<input checked="" type="checkbox"/>	1003(a)					
	Jefferson-Houston PK-8 School						
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-Implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ -	\$ 44,521.00	\$ 44,521.00	\$ 570,919.00	\$ 615,440.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ 4,476.00	\$ 4,476.00	\$ 136,250.00	\$ 140,726.00
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 360,038.00	\$ 360,038.00	\$ -	\$ 360,038.00
4000 - Internal Services	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ 8,428.00	\$ 3,000.00	\$ 11,428.00	\$ 41,639.00	\$ 53,067.00
6000- Materials and Supplies	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ 8,428.00	\$ 412,035.00	\$ 420,463.00	\$ 748,808.00	\$ 1,169,271.00
Pre-Implementation Total		\$ -					

Tab 19: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

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 6000 Materials and Supplies	Pre-Implementation: Mailings (2) - postage 142.00; printing \$298 (Total \$440.00) Division-level: NA School-level: Binders, copies of training packages (\$1425.00 SIG); Math intervention training materials (\$300.00) and manipulative sets for 20 classrooms (20@55.00 = \$1,100); Leveled readers for classroom libraries- 20 classrooms (20@250.00 = \$5,000) Other Expenses: Leveled reader sets for book closet (basal supplemental sets of 5 books for small group) (\$28,000; Title I); Math manipulatives for station activities 20@150.00, (\$3,000; Title I)	
Expenditure Codes	School: Jefferson-Houston PK-8 School	Budget Narrative

Tab 19: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

<p>1000 - Personnel</p>	<p>Pre-Implementation: (N/A)</p> <p>Division-level: (None)</p> <p>School-level: Learning Academy for Staff: Classroom teachers and specialists (31) will attend three days of content-specific (reading and math) professional learning provided by staff and division coaches to include curriculum, research and theory based pedagogy, coaching and lesson planning. Stipends - (\$13,950)</p> <p>Summer Planning: Members of the school leadership team, including two coaches and two lead teachers will plan for the upcoming school year including the identification of staffing, professional development and scheduling needs for the upcoming year based on all data available, including SOL data. Stipends - (\$6,000)</p> <p>Extended Day Stipends: Stipends to staff to include all general education teachers and kindergarten paraprofessionals, specialists (reading, math, ELL, school improvement, media), the TAG teacher, Encore teachers assigned full time to Jefferson-Houston (art, PE, vocal music - but only when instructing academic intervention rather than enrichment, which is funded via operating), instructional coaches, substitute costs when teachers are absent. Due to historical and anticipated continuing reductions in Title I, Part A allocation and resulting set-aside used to fund this extended day initiative, additional funding is requested to supplement the amount of available funding under Title I, Part A.</p> <p>Total cost breakdown as follows: 36 teachers @ \$9,867 ($\\$46/\text{hr} \times 1.5\text{hrs} \times 143\text{ days}$) = \$355,212</p>
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Tab 19: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

	<p>10 paras (@ total cost of \$206.80/hr) x 1.5hrs x 143 days = \$44,358.60 Total teacher and para cost: \$399,570.60. Less Title I set-aside funding (see revised set-aside below. Amount is larger due to increased allocation) = \$24,570.60</p> <p>Other Expenses: Title I: Alternative Intervention Teacher (0.5): Will work directly with students in in-school suspension to reduce out-of-school time for children experiencing behavioral challenges, and ensure academic continuity for this at-risk population. (\$42,233) Academic Interventionist (1): Will work directly with students in Tiers 2 and 3 of the Response to Intervention Model in Reading and Math as determined by data. (\$105,189) Extended Day Stipends: (\$375,000)</p> <p>Operating: Instructional Coaches (2.0): Will work directly with teachers in conjunction with division and AIR coaches to provide ongoing professional development, coaching and support at the school level in alignment with the ACPS Teaching and Learning Model to refine teachers' implementation of the curriculum from routine to refined, pedagogical approach and relationships; all to positively impact student learning. Professional development areas of focus are determined by the data analyzed in the School Education Plan. Teachers in need of coaching are identified through observations by Division and School Leadership Teams in addition to weekly analysis of student data. The instructional coaches will also be available to provide individual support to teachers as they implement newly learned strategies and practices in the classroom (\$157,131)</p> <p>Indicator: J4 The LEA/School will have allocated funds to support extended learning time, including innovative partnerships.</p>
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Tab 19: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

2000- Personnel (Benefits)	<p>Pre-Implementation: N/A</p> <p>Division-level: (None)</p> <p>School-level: Benefits: Rates for the contract salaries: VRS RHIC Life FICA Medicare Disability Benefit Rates - (calculated at FY15 rates) 14.5% 1.18% 0.46% 6.20% 1.45% 0.16% Health: 7.73%-16.85%; Dental: 0.3%-0.76% For stipend/hourly rates (not including stipends for paraprofessionals who are paid hourly and benefits are charged at regular contract): FICA: 6.2% Medicare: 1.45% Learning Academy for Staff: \$1,068 Summer Planning: \$459 Extended Day Stipends: \$2,949</p> <p>Other Expenses:</p> <p><u>Title I:</u> Alternative Intervention Teacher (0.5): \$13,376 Academic Interventionist (1): \$35,019 Extended Day Stipends: \$21,988</p> <p><u>Operating:</u> Instructional Coaches (2.0): \$65,867</p>
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Tab 19: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

Pre-Implementation:

(N/A)

Division-level:

(None)

School-level:

School-level:

Lead Turnaround Partner: American Institutes for Research:

Leadership Coach/On Site Coordinator

- One experienced turnaround leader who will provide on-site support 4 days per month which will include 2 days of on-site coaching for the Principal and School Leadership team to building principal and school leadership team in leading school level transformation in all SIG areas.
- Monthly professional development conducted before/during/after school for School Leadership Team on monitoring implementation of SIG.
- Participation in 2 AIR transformation cohort meetings for District and School Leadership Team

Curriculum, Instruction, and Assessment Coaching and Professional Development

- Provide four days per month (48 days annually) of onsite support for the Math instructional coach and teachers to include modelling, demonstrations, co-teaching and co-planning, participation in Collaborative Learning Team meetings, and professional development.
- Provide four days per month (48 days annually) of onsite support for the reading instructional coach and teachers to include modelling, demonstrations, co-teaching and co-planning, participation in Collaborative Learning Team meetings, and professional development.
- Implement blended coaching (video and on- site support) for math teachers
- Provide up to 6 consulting days from Dr. Brozo

**3000- Purchased
Services**

Tab 19: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

	<p>District and School Leadership Professional Development/Diagnostic Tools and Progress Monitoring</p> <ul style="list-style-type: none"> • Prepare and deliver monthly and quarterly reports for the district and VDOE. • Attend and present at two School Board meetings to report on progress at the school and share any findings • Attend and participate in School Improvement Team monthly meetings with the superintendent and other district leaders to assess progress • Provide turnaround/transformation research and resources during monthly SIG Monitoring meetings in the various areas of turnaround including data use, formative assessments, quick wins, communication, outreach, and other foci of the implementation. • Implement, monitor, and deliver monthly Coaching Tracking Tool and three times yearly administration of Teacher's Perception of Coaching report • Conduct Reality Check at mid-year to determine mid-course corrections and provide support to develop 45 day course correction action plan • Attend and participate in twice monthly District/School/Air Coaching meetings • Conduct CLASS-S observations fall and spring with associated briefing meetings and reporting (40 hours/wk for Oct-June. 408 students x base price \$835 = \$340,690. Contractor proposed total is: \$339,038) <p>VDOE Contractor: VDOE appointed contractor liases between school, division, and OSI; advises principal and other school staff on matters concerning instruction, coaching, leadership and requirements for Priority Schools. (24hrs onsite/month x 10 months x \$75/hr (\$18,000) + 6hrs paperwork/month x 10mos x \$50/hr (\$3,000) = \$21,000)</p> <p>Other Expenses: (None)</p> <p>Indicators: B4 LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities E1: The LEA has identified potential external providers</p>
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Tab 19: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

4000 - Internal Services	Pre-Implementation: Division-level: School-level: Other Expenses:
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Tab 19: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

5000- Other Charges	<p>Pre-Implementation: N/A</p> <p>Division-level: Indirect Costs: Calculated at VDOE approved rate of 8.6%, includes allowable calculation of IDC against first \$25k of contractor cost \$8,428</p> <p>School-level: Travel to Richmond for required Priority School Activities: \$3000</p> <p>Other Expenses: Title I: Indirect Costs: \$41,639</p>
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Tab 19: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

<p>6000- Materials and Supplies</p>	<p>Pre-Implementation: N/A</p> <p>Division-level: (None)</p> <p>School-level:</p> <p>Other Expenses: (None)</p>
<p>8000- Equipment Capital Outlay</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

Tab 23: Budget Codes

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.

Tab 23: Budget Codes

	Intervention/Investment Description	Price	Total Cost
Object Code 1000			
1.1	Teacher stipends for any of the following purposes: curriculum development, lesson plan development, LTP professional development; participation in Leadership team, for IndiStar Process Manager	Based on school size; district's pay per hour/stipend; No full time employees except upon prior approval on a case by case basis.	
Object Code 2000			
2.1	Benefits for Object Code 1000 (i.e. FICA)		
Object Code 3000			
3.1	Lead Turnaround Partner Services: Needs Assessment, Leadership Coach, Content Coaches, Professional Development, Family Engagement, Progress Monitoring Reporting are included in the scope of work for each state vendor and should be included if a LTP is hired outside of the state contract.	Based on State Contract of Award Link: http://www.doe.virginia.gov/school_finance/procurement/index.shtml Click Low Achieving School Contracts Any outside vendor must have prior approval from OSI.	
3.2	State Contractor	As prescribed by the Office of School Improvement	
Object Code 4000			
	No expenses will be approved		

Tab 23: Budget Codes

Object Code 5000			
5.1	Indirect Costs	<p>Guidance regarding indirect rate was issued at the end of January in Superintendent’s Memo #023-14, “Changes for the 2013-14 Annual School Report-Financial Section.”</p> <p>http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml</p> <p>The indirect cost rate is based on the rate for the LEA. LEA rates may be found at the link below.</p> <p>http://www.doe.virginia.gov/school_finance/budget/</p>	
Object Code 6000			
6.1	Materials and Supplies directly related to the school’s needs assessment and/or to support approved training in Code 3000.	<p>Approved by OSI on a case by case basis.</p> <p>Must be tightly aligned to the needs assessment and needed for transformation. For example, may not be charcoal for a school barbecue or paper for the copier.</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 *ESEA Flexibility Waiver* and unwaived requirements under *No Child Left Behind Act of 2001* (NCLB). This includes the following assurances:

The school division must assure that it:

1. Ensures schools receiving funds implement one of the four USED models or USED turnaround principles.

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:

- 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 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.

3. Follows state and local procurement policies.

- If selecting a LTP from the state's Low Achieving Schools Contract Award, the division adheres to the requirements and scope of the LTP's state-approved Low Achieving Schools Contract of Award. http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml
- If selecting a LTP that is not on the state's Low Achieving Schools Contract of Award, the division's procurement policies and procedures are followed.

4. Follows Virginia's state requirements for teacher and principal evaluation under the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Virginia Standards for the Professional Practice of Teachers* and the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*.

5. Uses *Indistar*™, an online school improvement tool to:

- establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
- document and describe each action to be implemented, who is responsible and date by which action will be completed;
- collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
- set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
- complete 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.

6. 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)

Data points should include, at minimum:

- 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; and
- Other indicators, if needed.

7. 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.

8. Uses the *Algebra Readiness Diagnostic Test* (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).

9. Ensures principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative.

- 10. Continues implementation of a division-level team with representatives for the following: instruction, Title I, special education and ELL (if applicable). The division team will:
 - 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; and
 - assist in updating the school's plan to evidence the division's support of actions developed from analysis of data.
- 11. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs.
- 12. Collaborates with VDOE-assigned onsite contractor to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform.
- 13. 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.
- 14. 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).
- 15. Ensures the school principal is integrally involved in the application process.
- 16. Implements UPD Performance Management with fidelity. This applies only to selected school divisions where funding is provided by OSI.

Certification: I hereby certify that, to the best of my knowledge, the information contained in the application and on IndiStar is correct. I agree to adhere to the requirements of the USED Flexibility Waiver. The superintendent must keep a signed copy of this document at the division level for audit purposes.

Principal's Signature:	<input type="text"/>	Date <input type="text" value="9/22/2014"/>
Principals's Typed Name:	<input type="text" value="Chris L. Phillips"/>	
Superintendent's Signature:	<input type="text"/>	Date <input type="text" value="9/22/2014"/>
Superintendent's Typed Name:	<input type="text" value="Alvin L. Crawley"/>	

Tab 26- Helpful Links

Description	Link
VDOE Low Achieving Schools Contract Award	http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml
NCES	http://nces.ed.gov/ccd/schoolsearch/
State Contract Award	http://www.doe.virginia.gov/school_finance/procurement/index.shtml
Guidance regarding indirect rate was issued at the end of January in Superintendent's Memo #023-14, "Changes for the 2013-14 Annual School Report-Financial Section."	http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml
The indirect cost rate is based on the rate for the LEA	http://www.doe.virginia.gov/school_finance/budget/
Electronic query system	http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml
Virginia Early Warning System (VEWS)	http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml
Selena McBride (804) 371-4989	selena.mcbride@doe.virginia.gov
Beverly Rabil (804) 786-1062	beverly.rabil@doe.virginia.gov
Yvonne Holloman (804) 225-2064	yvonne.holloman@doe.virginia.gov