

Tab 1: Division and School Information

Division Name	Franklin City Public Schools
Contact	Dr. Shannon R. Smith
Address Line 1	207 West Second Avenue
Address Line 2	
City, VA, zipcode	Franklin, Virginia 23851
Email Address	srsmith@franklincity.k12.va.us
Telephone Number	(757) 569-81111 ext. 5602

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

School 1 Name	Joseph P. King Jr. Middle School	Indicate which model the school has chosen with an X.					
Principal Name	Ms. Lisa Francis	1	<input type="checkbox"/>	USED School Turnaround			
Address Line 1	501 Charles Street	2	X	USED Transformation Model			
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model			
City, VA, zipcode	Franklin, Virginia 23851	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	lfrancis@franklincity.k12.va.us		X	1003(a)			
Telephone Number	757-562-4631			1003(g)			
NCES ID #: 5.10E+11		Indicate this school's cohort with an X.					
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/		Cohort I		Cohort II	X	Cohort III
			Cohort IV		Cohort V		
		Indicate this school's tier with an X.					
			Tier I		Tier II	X	Tier III

School 2 Name	S. P. Morton Elementary School	Indicate which model the school has chosen with an X.			
Principal Name	Mr. Jason Chandler	1	<input type="checkbox"/>	USED School Turnaround	
Address Line 1	300 Morton Street	2	x	USED Transformation Model	
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode	Franklin, Virginia 23851	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	jchandler@franklincity.k12.va.us			1003(a)	
Telephone Number	757-562-5458			1003(a)	

Tab 1: Division and School Information

NCES ID #:	5.10141E+11	x	1003(g)		
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	Indicate this school's cohort with an X.			
		Cohort I	Cohort II		Cohort III
		x	Cohort IV	Cohort V	
		Indicate this school's tier with an X.			
		Tier I	Tier II	x	Tier III

Tab 2: School 1 Reflections and Planning and Required Elements

School 1 Name:	Joseph P. King Jr. Middle 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>	<p>Joseph P. King Jr. Middle School will work towards accomplishing the following goals: 1) Increase the overall student achievement in the area of reading (2014- Preliminary 69%) to meet and/or exceed the federal AMO (72%) {Indicators K9, K5, and K6}; 2) Increase the overall student achievement in the area of mathematics (2014-64%) to meet and/or exceed the federal AMO (68%) {Indicators K9, K5, and K6}; and 3) Increase the level of collaboration with parents and community members by hosting one or more events per month, in an effort to positively impact student achievement in Reading and Mathematics {Indicators D1 and D3}.</p>
<p>School Climate: 1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? b. What were the most successful strategies used to change the school climate? c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	<p>The general school climate of J.P.King Jr Middle School is one conducive to learning that positively contributes to the social and emotional well-being of the students who attend. The building has a welcoming feeling to visitors who enter. Over the past two years student discipline has decreased significantly . During the 2012-13 school year four students with disabilities were assigned to In School Suspension (ISS) and 22 received Short Term Suspensions (ST). During the 2013-14 school year those numbers dropped to one and fourteen, respectively. For non-disabled students the number of ST decreased from 64 to 42 and the number of Long Term Suspensions decreased from one to zero. (Source, Discipline, Crime and Violence Verification Report.) Successful Strategies: Positive behaviors of students were recognized, the amount of counseling by administration was increased, and the "ISS-time out" program gave students short term time-outs that resulted in the redirection of negative behavior. There were no unsuccessful strategies implemented during the 2013-14 school year. The implementation of the Bronco Bucks (Caught Being Good) program will be revisited during the 2014-15 school year.</p>

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<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>Strategies are in place to reduce the number of disciplinary infractions: 1) the school has implemented an advisory period for each classroom and each grade level every week to review expectations with the children and to discuss the character trait for the month; 2) procedures and expectations for student behaviors within common areas have been identified and will be enforced. The division was notified on October 10, 2014 that the PBIS grant application was approved.</p>
<p>PROCESS STEPS / ATMOSPHERE OF CHANGE 1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?</p>	<p>The JP King Jr. Middle School Leadership Team meets weekly to discuss issues that directly impact the operations of the school. The leadership team consists of one member from each grade level, a special education teacher, the administration, guidance counselor, Lead Teacher, media specialist and data processing manager. The data processing manager records minutes pertaining to the meetings and the team members share the information with their departments. They also bring the concerns, recommendations and suggestions from their counterparts to the leadership team for discussion. Decisions are communicated with all staff and/or stakeholders through staff and student focus groups. Stakeholders receive information via attendance at monthly Parents as Partners meeting where parents, staff, and students attend informational meetings. Topics include Family Reading Night, SOL Make-and-Take Night, Academic Career Planning Night and Meet the Teacher Night. Newsletters are distributed monthly to parents highlighting important events, stellar teachers and students, grade level information and the principal's message. These newsletters are also available on the school's webpage. Weekly emails are forwarded to the staff by the principal reminding them of the events and important dates. During the 2014-2015 school year, J. P. King, Jr. Middle School will create a parent advisory council to advise school leadership on issues of importance to school improvement goals.</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>The school will strengthen this aspect of the leadership team by assigning indicators within the School Improvement Plan to individual member of the leadership team for progress monitoring. This process will be facilitated by the principal.</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>New strategies/practices are monitored via monthly division level leadership team meetings, monthly transformation team meetings and weekly school level leadership team meetings. Delivery of instruction is monitored weekly through observations and walk-throughs. Student performance data is reviewed during weekly grade level data meetings. The administration will continue to provide frequent constructive feedback to teachers. If new strategies or practices prove to be ineffective, they will be examined to determine where the process is broken. If there is an issue regarding a teacher's instructional delivery and/or knowledge of content, the administration will support the teacher, providing professional growth opportunities to build their capacity to provide appropriate instruction. If a student is experiencing difficulty, the teacher and/or the team will plan interventions to address the needs of the student in an effort to increase his/her academic achievement. If a program is deemed to be ineffective and not meeting the needs of the student population, the utilization of the program will cease and other alternatives will be sought in a timely manner.</p>
<p>INSTRUCTION 1. How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)</p>	<p>In 2013-14 students were identified as needing additional support via their performance on the iStation Reading and I Can Learn Math programs, monthly eEvaluate testing, site-based formative assessments and quarterly division-level benchmark assessments. Students were placed in one of three tiers to indicate the level of intervention needed to address areas of deficit. For the 2014-15 school year the NWEA Measures of Academic Progress (MAP) test will be used as the universal screener to identify students needing targeted interventions. Data from the MAP assessment will be triangulated with student performance on SOL assessments and quarterly benchmark assessments to match students with the appropriate interventions.</p>
<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	<p>Teachers use a variety of strategies that include but are not limited to flexible grouping, remediation/enrichment activities and activities that appeal to a variety of modalities. During the 2013-14 school year, the weekly lesson plan format was revised to require teachers to indicate specific strategies they planned to use to differentiate within their Tier 1 instruction for students of varying ability. This area will continue to be addressed during 2014-15 through collaboration and support by the external turnaround partner (Catapult Learning), the Lead Teacher, reading and math specialists, administrators, the LEA and VDOE/OSI. This year faculty and staff will use Interactive Achievement to design teacher created formative assessments. Teachers will be supported by reading and math specialists, the Lead Teacher, Catapult Learning, the administration, LEA and VDOE/OSI to ensure that assessment align with the SOL Curriculum Frameworks and reflect the level of rigor to prepare students for success on district-level and state assessments. The data from these formative assessments will be used to direct intervention efforts.</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>At the start of the year teachers will set SMART goals for student achievement using baseline data obtained from NWEA MAP testing. Teachers routinely administer formative assessments to evaluate student performance and use performance data to differentiate instruction and plan interventions that are aligned with their SMART goals.</p>
<p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>The school improvement plan includes tasks intended to foster collaboration with community-based organizations. J. P. King Jr. Middle School has 3 community partners who provide a variety of resources to support school improvement efforts. <i>The Village at Woods Edge</i> provide the school with tutors to assist with student achievement; <i>Franklin Southampton Charities</i> provide instructional and materials and supplies to support academic achievement; and <i>Cover Three Foundation</i> provides afterschool snacks for all students who participate in tutorial. The school will continue to seek new relationships with additional community based organizations. This is also an overarching goal of the school division.</p>
<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	<p>Catapult Learning (formerly Edison Learning Inc) will continue as the external lead turnaround partner for the 2014-2015 school year. A team of education specialists (the "Educational Team") will provide coaching, mentoring, training and modeling to the school staff. Expertise will be provided in change management and the Catapult Learning Five-Strand Design with a focus on developing site capacity at the school and improving student achievement in reading and mathematics. Directors of Achievement will work with school staff to improve school-wide math and reading instruction, conducting onsite professional development and work with teachers to analyze and respond to formative and assessment data for reading and mathematics. The Senior Director of Achievement will manage the work of the Educational Team and will serve as the Relationship Manager with the school district officials. Also a VDOE/OSI Contractor will be hired to support the building level administrative team.</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>Over the past two years, the school has experienced an increase in parental support. The number of parent volunteers and attendance at the monthly Parents as Partners meetings have increased. The increase in parental involvement is evidenced by sign-in sheets collected at every event. The Parents as Partners program hosts events related to student achievement such as Family Reading Night, SOL night and Parent Conference Night. This year a Math Night will be added to the PAP calendar. At minimum, parents will be informed of progress through through the website, report cards, progress reports, Parent-Teacher conferences, PTA meetings and community events, and newsletters. During the 2014-2015 school year, J. P. King, Jr. Middle School will create a parent advisory council to advise school leadership on issues of importance to school improvement goals.</p>
<p>STAFFING & RELATIONSHIPS 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>The human resource department compiles a pool of applicants for the principal to interview with a panel. The interviews commence for the designated positions and the team discusses the merits of each of the candidates and a decision is made regarding whether or not a candidate is the most skilled teacher for that position. The principal makes the final decision in the hiring process. The principal then assigns teachers to positions based on student data and their ability to effectively deliver the content. Teachers are also assigned based on their credentials/licensure to make sure that all students receive the best possible instruction.</p>

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<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>The Director of Human Resources provides Teacher Performance Evaluation System (TPES) training for all faculty, staff and administrators during the August preservice week. The principal adheres to the processes and procedures as outlined by the division's teacher evaluation system with regards to adhering to timelines, submission of documentation, reviewing teacher submission of data, and conferencing with the teachers under the administrator's supervision. The principal provides technical assistance to the teachers with regards to writing and refining two SMART goals for the school year. This is done at the onset of the year during a professional development day in August. Following the training, teachers finalize their SMART goals by using data from a variety of sources. The SMART goals are reviewed by the administration along with the data upon which the goals are based. The approved SMART goals are secured in the principal's office. During the mid-year review, data is discussed and adjustments are made as needed to the strategies that have been identified to reach the goal. The end of the year review is also conducted with the teacher and the administrator. At this time, the post test data is analyzed to determine the rate of growth realized, which would in turn determine whether or not a teacher realized the SMART goals. Teacher portfolios are collected and reviewed as they contribute to the teacher evaluation process. Copies of all final evaluations are sent to the Human Resources Department along with the Goal Setting Form.</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>School leaders, teachers and other staff are recognized for their achievements at school board meetings. Teachers who need support are identified by frequent classroom observations and student performance on formative and benchmark assessments. They are provided continuous and targeted professional development from the site, the external lead turn around partners and the school division.</p>

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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 by the Superintendent. Additionally, the Director of Instruction and the Director of Organizational Accountability and Performance Management provide the principal with job performance feedback in the following manner: 1) As members of the Superintendent Cabinet, they attend monthly Comprehensive Data Review Meeting with the building principal. These meetings are chaired by the superintendent. Following the meeting, the Directors and Superintendent collaboratively provide written feedback to the principals; 2) At least twice a month, the Directors conduct building walkthroughs with the administrators and provide non-evaluative verbal and written feedback regarding instruction; and 3) as part of the FCPS AARPE Technical Assistance, the Directors complete required inter-rater reliability walkthroughs with the Priority building principals and the VDOE contractors. Informal feedback is provided as part of the training.</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 relationship is one of collaboration and mutual respect, accompanied by the understanding that directives and timelines must be adhered to in an effort to move the school and the school district forward. This is year three of SIG funding for JPKing Jr. Middle School. This is also considered a step-down year regarding services provided by the LTP. The focus of this year's efforts will be on strategies to ensure sustainability of the school improvement initiatives that have been put in place Years 1 and 2. The support from the Directors of Achievement for Leadership, Literacy and Mathematics will be lessened as the administrator and leadership team take increased ownership of school improvement work.</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>After a review of data related to the Leading & Lagging Indicator reports and student achievement, the school leadership team makes recommendations for inclusion within the school improvement plan. The recommendations are presented and discussed with the transformation team (school leadership team members, VDOE Liaison, external turnaround partner and division leadership team). Once approved by the transformation team, recommendations are translated into goal (indicators) and/or tasks and are incorporated into the Indistar school improvement plan.</p>

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<p>2. What policies or practices exist as barriers that may impede the school's success? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices). List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)</p>	<p>Teacher turnover continues to be an area of concern especially in the area of mathematics. The school division has generated policies (Policy GCBBB_May, 15 2014) that allow for the dissemination of signing bonuses for hard to staff areas and one of those areas has been identified as mathematics. The Human Resources Department has also begun to build a more aggressive recruiting campaign to bring highly qualified teacher to the division. The school also uses a research based mentoring program (Pathwise) to provide new teachers with support in an effort to promote teacher retention (Dates of held New Teacher Training meetings include September 8, 2014, October 6, 2014 and October 16, 2014).</p>
<p>PHASE OUT PLANNING 1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p>	<p>The following services will be maintained after federal funds and support end: Math & Reading Intervention Programs (\$37,500), Extended Learning Time (\$23,000), Universal Screener (\$8,500), Early Warning System (\$7,500), Professional Development (\$500.00), Day Tutor (\$7200) and Materials & Supplies (\$3,000). The Division will assume the costs to maintain these services through the local budget. This is a transition/phase-out year; therefore, the LEA will provide professional development directly as the external lead turnaround partner responsibility will be lessened and the the LEA will increase its level of support.</p>
<p>2. What supports from the state would be the most helpful?</p>	<p>Continue to provide opportunities for technical assistance training.</p>

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Required Elements	
Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.	
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.)

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<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>During the 2013-14 school year students were required to attend 74,160 minutes [Full 168 days at 420 minutes per day and 12 early release days at 300 minutes per day]. For the 2014-15 school year the number of daily minutes will remain the same. An 120 minute Extended Learning (after-school) program will be implemented three times per week for grades 6 through 8 during the 2014-15 school year. While not required, this program is offered to all students and they are strongly encouraged to participate. Students will receive additional instruction in reading and mathematics during the extended learning sessions.</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 style="text-align: center;"> Total Students: 274 Male: 133 Female: 141 Asian: 1 Black: 228 Hispanic: 1 White: 41 Students with disabilities: 48 Limited English proficient: 1 Migrant: 0 Homeless: 0 Economically disadvantaged: 220 </p>

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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><u>Nonexample:</u> Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</p>	<p>Reading: After a decline from 2012-13 to 2013-14, pass rates increased in all grades this year. [Grade 6 reading (73, 53, 70), Grade 7 reading (77, 45, 67) and Grade 8 reading (88, 58, 60)] The improvement is encouraging but there is still a need for targeted interventions in Reading to achieve performance targets. Mathematics: Algebra 1 consistently demonstrated a high pass rate (94, 93, 100). Grade 6 math (41, 50, 61) has experienced incremental improvement over the three year period. Grade 7 math (22, 34, 35) continues to demonstrate the lowest pass rates. After an initial drop, Grade 8 pass rates improved this year (56, 44, 58). The pass rates indicate an ongoing need for data driven, targeted interventions in Mathematics as well. Grade 7 math will be a particular area of focus. The data also reflects the need to continue building parental and community support so that all stakeholders are involved in assisting the school in meeting its performance benchmarks.</p>
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<p>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p>	<p>1)The school was built in 1968. 2) There are eight (8) 6th grade classrooms, six (6) 7th grade classrooms and seven(7) 8th grade classrooms. There are a total of 21 classrooms in aggregate. 3) The school's Media Center has an open concept; therefore, it is located in the main entry area of the school. It has a small circulation and is operated by one librarian. 4) The cafeteria has two serving lines and tables with adjoining seats that adequately serve the student population. 5) The recently built gymnasium is used for physical education. The size of the gymnasium allows for physical activity such as basketball, volleyball, and other indoor games. Therefore, the gymnasium is equipped with basketball goals and other play equipment and it has bleachers for seating.</p>
<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p>J. P. King Jr. Middle School has interactive white boards in each classroom with approximately 3-5 computers in those classrooms. There are 5 computer labs that house on average 24 computers. The Math Lab has 27 computers, the Reading Lab has 14 computers and the Technology Lab has 14 computers. The remaining two labs have 24 computers. There are four (4) document camera carts and eight (8) projectors available for check out via the Media Center. The school has two lap top carts. In the Spring 2014 the building was equipped with wireless internet access.</p>
<p>8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade OR subject for the 2013-2014 school year. This should be an unduplicated count for each set.</p>	

Set 1 Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers	26	100
Teachers (not highly qualified)	0	0

Tab 2: School 1 Reflections and Planning and Required Elements

Set 2 Category	Number of Teachers	Percentage of All Teachers
Teachers with less than 3 years in grade/subject	6	23
Number of teachers with a provisional license	3	11.5

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))

Less Than 3 Years of Experience:

Librarian (1)

Grade 6 Math (1)

Grade 7 Science (1)

Band (1)

Technical Education (1)

Special Education (1)

Provisional:

Grade 7 Science (1)

Band (1)

Special Education (1)

Note: All three provisionally licensed teachers are highly qualified.

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<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"> <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>0 years - 5 people 1 year - 8 people 2 years -3 people 3 years - 2 people 4 years - 1 person 6 year -2 people 7 years - 1 person 10 years - 1 person 13 years - 1 person 15 years - 1person 34 years - 1 person</p> <p>J.P. King Jr. Middle School - Teacher attendance rate = 93.2%</p>
Yrs	#Instructional Staff								
0	1								
1	6								
2	4...								
<p>Required Elements</p>									
<p>Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.</p>									
<p>Required element</p>	<p>Response</p>								

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<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>The Superintendent will host a monthly Comprehensive Data Review meeting that will be attended by the Principal/Assistant Principal, Superintendent, Director of Instruction, Supervisor of Special Education, Director of Organizational Accountability Performance Management and the VDOE liason (quarterly) in an effort to monitor the School Improvement Plan and the overall functioning of the school site. The Principal and the LEA will attend all Technical Assistance provided by the Virginia Department of Education. All reports that are completed by the principal with regards to the quarterly reporting, leading and lagging indicators will be reviewed and discussed by the LEA, the principal and the VDOE liason in an effort to further monitor progress. The school will also employ the services of UPD-Virginia School Stat to assist with ensuring that selected intervention models are implemented with fidelity and evaluated for results. School STAT meetings will occur monthly with grades 3 through 5 (PLC structure). Data will be reviewed and specific next steps for each grade level will be identified. School Stat Meeting outcomes will be reported monthly during the School Transformation Team meetings. Then outcomes from the School Transformation Team meetings and information collected from monthly walkthroughs will be discussed during the monthly Superintendent's Comprehensive Data Review meeting. The lead turnaround partner team provides a montly site summary report to the principal and superintendent that provides details of their work within the school division. Additionally, the Superintendent meets monthly with the lead turnaround partner team to ensure that the roles/responsibilities of the LTP will be implemented according to contractual agreement. The lead turnaround partner team presents a monthly update to the FCPS Board on the second Tuesday of each month. The timeline is as follows: Monthly_October 2014-June 2015 - School Transformation Team Meetings, Comprehensive Data Review Meetings and School STAT Meetings; Weekly_September 2014- August 2015 - VDOE Contractor Leadership Support; October 2014, November 2014, January 2015, & February 2015 _ VDOE AARPE Technical Assistance Training; June 2015-July 2015_analyze SOL performance and goal set; and August 2015_ Principals present during Leadership Retreat.</p>
<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>During the 2012-13 school year, J. P. King Jr. Middle School, one of three schools in Franklin City, was identified as a Priority School. The division and the leadership at J. P. King Jr. Middle School followed the steps identified in "Strand E: Contracting with External Providers" that were provided via VDOE Technical Assistance with Corbett Education Consulting.</p>

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<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>The goal for student achievement is to meet or exceed all AMOs as set forth by the Federal government at the end of the 2014-15 school year by implementing intervention programs to fidelity, providing targeted support to teachers, and by increasing the level of community support. The school and the school division have set a goal to reach full accreditation status (75% in Reading and 70% in all other core areas assessed). Monitoring will ensue by all stakeholders to support the attainment of the goal.</p>
<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>The division has the human and fiscal capacity to serve its Priority Schools. The following systems and structures are indicative of how the division is currently serving their priority schools: 1) Weekly Grade Level Professional Learning Communities meeting, monthly School Transformation Team meeting, and Superintendent's Comprehensive Data Review meetings provide a structure that enable two way communication and feedback to support school improvement efforts; 2) Scheduled walkthrough observations of classroom instruction combined with increased expectations for teacher observation establishes a structure for the division to provide feedback to principals and for principal to provide feedback to teachers regarding the degree to which Principal and Teacher Performance Standards have been met; 3) Division-level professional development supports school improvement efforts; and the Division has provided the resources and capacity for the schools to create their own formative and summative assessments that align with the VDOE Curriculum Framework. Student achievement data can be tracked by student, teacher, grade level and content area.</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>J. P. King Jr. Middle School is a Tier III School.</p>
<p>2. Steps taken to secure the support of the parents for the reform model selected</p>	<p>J. P. King Jr. Middle School is a Tier III School.</p>

Tab 2: School 1 Reflections and Planning and Required Elements

3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	J. P. King Jr. Middle School is a Tier III School.
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	J. P. King Jr. Middle School is a Tier III School.

Tab 3: School 2 Reflections and Planning and Required Elements

School 2 Name:	S. P. Morton Elementary School
<p>Reflections and Planning</p> <p>Use this tab to reflect on the past year’s improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school’s improvement plan for 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:</p> <p>1. Please list 3- 5 goals for the upcoming school year:</p>	<p>S. P. Morton Elementary School will work towards accomplishing the following goals: 1) Increase the overall student achievement in the area of reading (2014 - Preliminary 39% Current/51% 3- year average) to meet and/or exceed the federal AMO (72%) { Indicators K9, K5, and K6}; 2) Increase the overall student achievement in the area of mathematics (2014-Preliminary 41% Current/41% 3-year average) to meet and/or exceed the federal AMO (68%) {Indicators K9, K5, and K6}; 3) Improve school culture and climate by decreasing the number of disciplinary infractions including short- term suspensions (2013-14 Data: 56 short-term suspensions - Students with Disabilities (SWD) and Non-disabled (ND) students) to 25 total short term suspensions {Indicator J1 and J4}.</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>This 2013-14 school year the school experienced a slight increase in the number of suspensions when compared to the 2012-13 school year. The overall feel of the building is positive; however, the 2013-14 Discipline, Crime, and Violence Reports indicates that S. P. Morton Elementary School should place an emphasis on improving aspects of programming that impact student behavior. The school researched the usage of PBIS; however, they did not implement the program during the year. The school did have a research-based behavioral model in place. The school has expressed renewed interest in PBIS and has applied for the grant for the 2014-2015 school year. This grant, if received, will allow for professional development, and follow-up support to assist with the fidelity of implementation. While awaiting the notice of grant award, the school has proceed to implement a positive behavior incentive program.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>Several strategies are in place to reduce the number of disciplinary infractions: 1) the assistant principal is chairing a committee of teachers to develop a school wide positive behavior plan. School wide procedures such as single, silent and straight hall behavior, have been implemented and are now being monitored for implementation with fidelity; 2) A system for awarding Pony Points for positive behavior has been initiated. Points earned may be used to purchase prizes; 3) Procedures and expectations for student behaviors within common areas have been identified and will be enforced and 4) students experiencing significant behavioral challenges have been paired with a faculty member who will serve as a mentor and will assist the student in establishing goals for improving behavior and tracking progress towards reaching his/her goals. The division was notified on October 10, 2014 that the PBIS grant application was approved.</p>
<p>PROCESS STEPS / ATMOSPHERE OF CHANGE 1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?</p>	<p>The S. P. Morton Elementary School Leadership team will continue to meet weekly to discuss issue that directly impact the operations of the school facility. The leadership team consists of one member from each grade level, a special education teacher, the administration, guidance counselor, Lead Teacher, and media specialist. Minutes pertaining to the meetings are recorded and the team members share the information with their grade levels. They also bring the concerns, recommendations and suggestions from their counterparts to the leadership team for discussion. The Transformation Team meetings are held monthly. This meeting is composed of members from the leadership team, LEA members, External Lead Turnaround Partners, a parent and VDOE/OSI contractor. During this meeting improvement efforts and leading and lagging indicator data points are discussed. Minutes are taken and uploaded to INDISTAR. Decisions are then communicated with all staff and/or stakeholders. Stakeholders receive information via school newsletters, school website, Parent-Teacher conferences and/or attendance at monthly PTA meetings.</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>The school has new leadership this school year. The principal will assign indicators within the School Improvement Plan to individual member of the leadership team for progress monitoring. This process will be facilitated by the principal. The LEA and VDOE/OSI Contractor will assist as needed to support the new administrative team.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?</p>	<p>New strategies/practices are monitored via monthly division level leadership team meetings, monthly transformation team meetings and weekly school level leadership team meetings. Delivery of instruction is monitored weekly through observations and walk-throughs. Student performance data is reviewed during weekly grade level data meetings. The administration will continue to provide frequent constructive feedback to teachers. If new strategies or practices prove to be ineffective, they will be examined to determine where the process is broken. If a program is deemed to be ineffective and not meeting the needs of the student population, the utilization of the program will cease and other alternatives will be sought and implemented thereafter.</p>
<p>INSTRUCTION 1. How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)</p>	<p>In 2013-14 students were identified as needing additional support via their performance on the iStation Reading and iReady Math programs and quarterly division-level benchmark assessments. Students were placed in one of three tiers to indicate the level of intervention needed to address areas of deficit. For the 2014-15 school year the NWEA Measures of Academic Progress (MAP) test will be used as the universal screener to identify students needing targeted intervention. For the 2014-15 school year the NWEA Measures of Academic Progress (MAP) test will be used as the universal screener to identify students needing targeted interventions. Data from the MAP assessment will be triangulated with student performance on SOL assessments and quarterly benchmark assessments to match students with the appropriate interventions.</p>
<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	<p>Teachers use a variety of strategies that include but are not limited to flexible grouping, remediation/enrichment activities and activities that appeal to a variety of modalities. During the 2013-14 school year, the weekly lesson plan format was revised to require teachers to indicate specific strategies they planned to use to differentiate within their Tier 1 instruction for students of varying ability. This area will continue to be addressed during 2014-15 through collaboration and support by the external turnaround partner (Catapult Learning), the Lead Teacher, reading and math specialists, administrators, the LEA and VDOE/OSI. This year faculty and staff will use Interactive Achievement to design teacher created formative assessments. Teachers will be supported by reading and math specialists, the Lead Teacher, Catapult Learning, the administration, LEA and VDOE/OSI to ensure that assessments align with the SOL Curriculum Frameworks and reflect the level of rigor to prepare students for success on district-level and state assessments. The data from these formative assessments will be used to direct intervention efforts.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<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>At the start of the year teachers will set SMART goals for student achievement using baseline data obtained from NWEA MAP testing. Teachers routinely administer formative assessments to evaluate student performance and use performance data to differentiate instruction and plan interventions that are aligned with their SMART goals. They will use formative data to determine if they are following the right path to meet or exceed their SMART goals.</p>
<p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>The school improvement plan includes tasks intended to foster collaboration with community-based organizations . S. P. Morton has 3 community partners who provide a variety of resources to support school improvement efforts. <i>Bronco Federal Credit Union</i> provide the school with tutors to assist with student achievement; <i>Franklin Southampton Charities</i> provide instructional and materials and supplies to support academic achievement; and <i>Cover Three Foundation</i> provides afterschool snacks for all students who participate in tutorial. The school will continue to seek new relationships with additional community based organizations. This is also an overarching goal of the school division.</p>
<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	<p>Catapult Learning (formerly Edison Learning Inc) will continue as the external lead turnaround partner for the 2014-2015 school year. A team of education specialists (the "Educational Team") will provide coaching, mentoring, training and modeling to the school staff. Expertise will be provided in change management and the Catapult Learning Five-Strand Design with a focus on developing site capacity at the school and improving student achievement in reading and mathematics. Directors of Achievement will work with school staff to improve school-wide math and reading instruction, conducting onsite professional development and work with teachers to analyze and respond to formative and assessment data for reading and mathematics. The Senior Director of Achievement will manage the work of the Educational Team and will serve as the Relationship Manager with the school district officials. Also a VDOE/OSI Contractor will be hired to support the building level administrative team.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>3. 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>Two parents currently serve on the Transformation Team and have input into the design and implementation of the interventions. At minimum, parents will be informed of progress through the website, report cards, progress reports, Parent-Teacher conferences, PTA meetings and community events, and newsletters. During the 2014-2015 school year, S. P. Morton Elementary School will create a parent advisory council to advise school leadership on issues of importance to school improvement goals.</p>
<p>STAFFING & RELATIONSHIPS 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>The human resource department compiles a pool of applicants for the principal to interview with a panel. The interviews commence for the designated positions and the team discusses the merits of each of the candidates and a decision is made regarding whether or not a candidate is the most skilled teacher for that position. The principal makes the final decision in the hiring process. The principal then assigns teachers to positions based on student data and their ability to effectively deliver the content. Teachers are also assigned based on their credentials/licensure to make sure that all students receive the best possible instruction.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>The Director of Human Resources provides Teacher Performance Evaluation System (TPES) training for all faculty, staff and administrators during the August preservice week. The principal adheres to the processes and procedures as outlined by the division's teacher evaluation system with regards to adhering to timelines, submission of documentation, reviewing teacher submission of data, and conferencing with the teachers under the administrator's supervision. The principal provides technical assistance to the teachers with regards to writing and refining two SMART goals for the school year. This is done at the onset of the year during a professional development day in August. Following the training, teachers finalize their SMART goals by using data from a variety of sources. The SMART goals are reviewed by the administration along with the data upon which the goals are based. The approved SMART goals are secured in the principal's office. During the mid-year review, data is discussed and adjustments are made as needed to the strategies that have been identified to reach the goal. The end of the year review is also conducted with the teacher and the administrator. At this time, the post test data is analyzed to determine the rate of growth realized, which would in turn determine whether or not a teacher realized the SMART goals. Teacher portfolios are collected and reviewed as they contribute to the teacher evaluation process. Copies of all final evaluations are sent to the Human Resources Department along with the Goal Setting Form.</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>School leaders, teachers and other staff are recognized for their achievements at school board meetings. Teachers who need support are identified by frequent classroom observations and student performance on formative and benchmark assessments. They are provided continuous and targeted professional development from the school staff, the external lead turn around partners and the school division.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>The principal is evaluated by the Superintendent. Additionally, the Director of Instruction and the Director of Organizational Accountability and Performance Management provide the principal with job performance feedback in the following manner: 1) As members of the Superintendent Cabinet, they attend monthly Comprehensive Data Review Meeting with the building principal. These meetings are chaired by the superintendent. Following the meeting, the Directors and Superintendent collaboratively provide written feedback to the principals; 2) At least twice a month, the Directors conduct building walkthroughs with the administrators and provide non-evaluative verbal and written feedback regarding instruction; and 3) as part of the FCPS AARPE Technical Assistance, the Directors complete required inter-rater reliability walkthroughs with the Priority building principals and the VDOE contractors. Informal feedback is provided as part of the training.</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 relationship is one of collaboration and mutual respect, accompanied by the understanding that directives and timelines must be adhered to in an effort to move the school and the school district forward.</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>After a review of data related to the Leading & Lagging Indicator reports and student achievement, the school leadership team makes recommendations for inclusion within the school improvement plan. The recommendations are presented and discussed with the transformation team (school leadership team members, VDOE Liaison, external turnaround partner, parent and division leadership team). Once approved by the transformation team, recommendations are translated into goal (indicators) and/or tasks and are incorporated into the Indistar school improvement plan.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>2. What policies or practices exist as barriers that may impede the school's success? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices). List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)</p>	<p>Teacher turnover continues to exist as a barrier that impedes the school's success. The school division has generated policies (Policy GCBBB_May, 15 2014) that allow for the dissemination of signing bonuses for hard to staff areas and one of those areas has been identified as mathematics. The Human Resources Department has also begun to build a more aggressive recruiting campaign to bring highly qualified teacher to the division. The school also uses a research based mentoring program (Pathwise) to provide new teachers with support in an effort to promote teacher retention (Dates of held New Teacher Training meetings include September 8, 2014, October 6, 2014 and October 16, 2014). There is a need for additional technology to supported tiered intervention programs and services. The new superintendent has a five point thrust which includes a heightened emphasis on technology and the provision of a 21st Century learning environment (Superintendent's Welcoming Reception, July 14, 2014).</p>
<p>PHASE OUT PLANNING 1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p>	<p>We are in the second year as a Priority School. Upon entrance into the third year the division will collaborate with all stakeholders to discuss a Phase-Out/Exit Plan. Currently, the SIG does not include any personnel. The school division (site-level and central office) leadership is receiving staff development and support from the VDOE and UPD (School STAT) to build the division's capacity to sustain the tranformation efforts.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>2. What supports from the state would be the most helpful?</p>	<p>Continue to provide opportunities for technical assistance training.</p>
<p>Required Elements Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p>Required element</p>	<p>Response</p>
<p>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>
<p>2. Student achievement data for the past two years (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)</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>c. Total number of minutes in the 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. *This information will be shared with USED.</p>	<p>During the 2013-14 school year students were required to attend 74,160 minutes [Full 168 days at 420 minutes per day and 12 early release days at 300 minutes per day]. For the 2014-15 school year the number of daily minutes will remain the same. An 120 minute Extended Learning (after-school) program will be implemented three times per week for grades K through 5 during the 2014-15 school year. While not required, this program is offered to all students and they are strongly encouraged to participate. Students will receive additional instruction in reading and mathematics during the extended learning sessions.</p>
<p>d. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged</p>	<p>Male: 383 Female: 333 Asian:5 Black: 570 Hispanic: 9 White: 120 Students with disabilities: 72 Limited English proficient: 3 Migrant: 0 Homeless: 2 Economically disadvantaged: 489</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>5. Analysis of student achievement data with identified areas that need improvement based on 2012-2013 and 2013-2014. (Include preliminary data for 2014-15 if this is a continuation application.)</p> <p>Example: 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>Nonexample: Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</p>	<p>Analysis of three years of student achievement data reveals a significant decline in reading. The 2013-14 reading scores show that no grade level achieved a pass rate higher than a 45% (3rd grade=45%; 4th grade =35%; and 5th grade = 34%). Student achievement results on all Spring 2014 SOL reading assessments were lower than they were for the Spring 2013 administration. The work needed in reading is significant and directly points to an issue regarding the capacity of the instructors to deliver reading instruction effectively. This also evidences a need to align the written, taught and tested curricula with the VDOE Curriculum Framework. Furthermore, constructive feedback must be provided more frequently so that course corrections can be made in a timely manner. If Tier I instruction is enhanced, students requiring Tier 2 and 3 interventions should decline. If Tier I instruction is strengthened, student achievement should realize considerable gains.</p> <p>Over the three year period, Grade 3 math has remained relatively stagnate (38%, 41%, and 36%). Grade 4 math has shown some increase (+10 percentage points) over the three year period (40%, 32%, and 50%). Grade 5 has experienced a significant decline (45%, 45% and 26%). Focus must be placed in all grade levels; however the significant decline in Grade 5 is most alarming. Alignment of the written, taught, and tested curriculum, the frequent monitoring of tier 1 instruction, implementation of researched-based interventions and the provision of effective feedback are key to improving student achievement in the areas of reading and mathematics.</p>
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Tab 3: School 2 Reflections and Planning and Required Elements

<p>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p>	<p>1) The school was originally erected in 1965 (original footage 40,499 square feet). An additional 30,655 sq. ft. of instructional space were added to the building in 1990. 2) Currently there are 56 instructional classrooms. 3) The library media center is located in the front of the school building and houses a collection of books and periodicals. Computes and printers are available. Table and chairs provide space for lessons, sustained silent reading and research. The library media office and AV storage room are located behind the circulation desk. 4) The cafeteria has two serving lines and tables with adjoining seats that adequately serve the student population. 5) The size of the gymnasium allows for physical activity in a full sized gymnasium. The gymnasium is equipped with basketball goals and other play equipment and it has bleachers for seating.</p>	
<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p>The school has 4 document cameras, 91 desktop student computers and 59 desktop teacher computers. Kindergarten -third grade have no more than 2 student desktop computers per classroom with the overwhelming majority of the classrooms having 1 student desktop computer. The school has received a computer cart that houses 25 laptops. All core classrooms have interactive whiteboards. The school has 4 computer labs. The Math Lab has 42 computers, the keyboarding lab has 28 computers, the reading lab has 23 computers and there is an open lab with 21 computers. The goal is to establish equity among teachers and grade levels so that all students can have access to a 21st Century education. In the Spring 2014 the building was equipped with wireless internet access.</p>	
<p>8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade or subject for the 2013-2014 school year. This should be an unduplicated count for each set.</p>		
<p>Set 1 Category</p>	<p>Number of Teachers</p>	<p>Percentage of All Teachers</p>
<p>Highly qualified teachers</p>	<p>54</p>	<p>100</p>

Tab 3: School 2 Reflections and Planning and Required Elements

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	15	27.8
Number of teachers with a provisional license	3	5.6

Tab 3: School 2 Reflections and Planning and Required Elements

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))

Less Than 3 Years of Experience:

Pre-Kindergarten (2)

Kindergarten (2)

Grade 1 (1)

Grade 2 (1)

Grade 3 Math (1)

Grade 3 Science/History (1)

Grade 3 Reading (1)

Grade 4 Science (1)

Grade 5 Math (1)

Grade 5 Reading (1)

Music (1)

Kindergarten - Grade 1 Special Education (1)

Art (1)

Provisional:

Pre-Kindergarten (1)

Grade 3 Science/History (1)

Grade 3 Reading (1)

Note: All three provisionally licensed teachers are highly qualified.

9. a. Number of years each	0 years - 15 people
instructional staff member has	1 year - 9 people

Tab 3: School 2 Reflections and Planning and Required Elements

been employed at the school (may use a coding system in lieu of names or follow sample summary below)	2 years- 3 people 3 years - 1 person 4 years - 1 person 5 years - 3 people 6 years - 2 people 8 years - 1 person 10 years - 1 person 11 years - 1 person 12 years - 1 person 13 years - 4 people 14 years - 1 person 16 years- 1 person 17 years - 2 people 19 years - 1 person 20 years - 1 person 22 years - 1 person 26 years- 1 person 27 years- 2 people
Sample:	
Yrs #Instructional Staff	
0 1	
1 6	
2 4...	
b. Total number of days teachers worked divided by the number of teaching days (2013- 2014).	S. p. Morton Elementary School - Teacher attendance rate = 94.2%

Tab 3: School 2 Reflections and Planning and Required Elements

Required Elements	
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.	
Required element	Response
<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>The Superintendent will host a monthly Comprehensive Data Review meeting that will be attended by the Principal/Assistant Principal, Superintendent, Director of Instruction, Supervisor of Special Education, Director of Organizational Accountability Performance Management and the VDOE liason (quarterly) in an effort to monitor the School Improvement Plan and the overall functioning of the school site. The Principal and the LEA will attend all Technical Assistance provided by the Virginia Department of Education. All reports that are completed by the principal with regards to the quarterly reporting, leading and lagging indicators will be reviewed and discussed by the LEA, the principal and the VDOE liason in an effort to further monitor progress. The school will also employ the services of UPD-Virginia School Stat to assist with ensuring that selected intervention models are implemented with fidelity and evaluated for results. School STAT meetings will occur monthly with grades 3 through 5 (PLC structure). Data will be reviewed and specific next steps for each grade level will be identified. School Stat Meeting outcomes will be reported monthly during the School Transformation Team meetings. Then outcomes from the School Transformation Team meetings and information collected from monthly walkthroughs will be discussed during the monthly Superintendent's Comprehensive Data Review meeting. The lead turnaround partner team provides a montly site summary report to the principal and superintendent that provides details of their work within the school division. Additionally, the Superintendent meets monthly with the lead turnaround partner team to ensure that the roles/responsibilities of the LTP will be implemented according to contractual agreement. The lead turnaround partner team presents a monthly update to the FCPS Board on the second Tuesday of each month. The timeline is as follows: Monthly_October 2014-June 2015 - School Transformation Team Meetings, Comprehensive Data Review Meetings and School STAT Meetings; Weekly_September 2014- August 2015 - VDOE Contractor Leadership Support; October 2014, November 2014, January 2015, & February 2015 _ VDOE AARPE Technical Assistance Training; June 2015-July 2015_ analyze SOL performance and goal set; and August 2015_ Principals present during Leadership Retreat.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>During the 2012-13 school year, J. P. King Jr. Middle School, one of three schools in Franklin City, was identified as a Priority School (first year). The division and the leadership at J. P. King Jr. Middle School followed the steps identified in "Strand E: Contracting with External Providers" that were provided via VDOE Technical Assistance with Corbett Education Consulting. The result of the process was a contractual agreement with Edison Learning which is now Catapult Learning. Based on the satisfactory assessment of the performance of this external lead partner a decision was made to contract with Catapult Learning as an external lead partner when SP Morton Elementary School was identified as a Priority School.</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>The goal for student achievement is to meet or exceed AMOs as set forth by the Federal government at the end of the 2014-15 school year by implementing intervention programs to fidelity, providing targeted support to teachers, and by decreasing the number of short term suspensions. The school and the school division have set a goal to reach full accreditation status (75% in Reading and 70% in all other core areas assessed). Monitoring will ensue by all stakeholders to support the attainment of the FCPS goal.</p>
<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>The division has the human and fiscal capacity to serve its Priority Schools. The following systems and structures are indicative of how the division is currently serving their priority schools: 1) Weekly Grade Level Professional Learning Communities meeting, monthly School Transformation Team meeting, and Superintendent's Comprehensive Data Review meetings provide a structure that enable two way communication and feedback to support school improvement efforts; 2) Scheduled walkthrough observations of classroom instruction combined with increased expectations for teacher observation establishes a structure for the division to provide feedback to principals and for principal to provide feedback to teachers regarding the degree to which Principal and Teacher Performance Standards have been met; 3) Division-level professional development supports school improvement efforts; and the Division has provided the resources and capacity for the schools to create their own formative and summative assessments that align with the VDOE Curriculum Framework. Student achievement data can be tracked by student, teacher, grade level and content area.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

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

Tab 14: 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".

Name of School 1:		<input checked="" type="checkbox"/>	1003(g)				
		S. P. Morton Elementary					
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	\$ -	\$ -	\$ -	\$ 78,000.00	\$ 78,000.00	\$ -	\$ 78,000.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ 5,967.00	\$ 5,967.00	\$ -	\$ 5,967.00
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 546,000.00	\$ 546,000.00	\$ 34,797.00	\$ 580,797.00
4000 - Internal Services	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ 500.00	\$ 500.00	\$ 558.00	\$ 1,058.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ 1,000.00	\$ 1,000.00	\$ 500.00	\$ 1,500.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ 631,467.00	\$ 631,467.00	\$ 35,855.00	\$ 667,322.00
Pre-Implementation Total		\$ -					

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

<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>School: S. P. Morton Elementary</p>	<p>Budget Narrative</p>
<p>1000 - Personnel</p>	<p>Pre-Implementation: N/A</p> <p>Division-level:</p> <p>School-level: Extended Learning Time will be utilized to provide targeted reading and mathematics intervention afterschool (2.5 hours) and all students in grades 3 - 5 are encouraged to participate. The program will require a maximum of 10 teachers to serve 4 days per week for 24 weeks at a rate of \$30 per hour (\$72,000.00) Note: Originally, wanted to begin in October ie. the program would run approximatiey 30 weeks which would result in +300 hours of increased learning time. {Indicators K9, K5,and K6 }</p> <p>Stipends for teachers to work to revise curriculum throughout the school year and during the summer (10 teachers *20 hours *\$30/hour = \$6000.00) {Indicators K9, K5,and K6 }</p> <p>Grand Total: \$78,000.00</p> <p>Other Expenses:</p>	

Tab 14: Year 1 Budget and Narrative for Each Priority School Application 2014-2015

<p>2000- Personnel (Benefits)</p>	<p>Pre-Implementation: N/A</p> <p>Division-level:</p> <p>School-level: Curriculum Development FICA = \$6000.00 * 0.0765= \$459.00; Extended Day FICA = \$72000*0.0765 = \$5508.00 Grand Total: \$5967.00</p> <p>Other Expenses:</p>
<p>3000- Purchased Services</p>	<p>Pre-Implementation: N/A</p> <p>Division-level:</p> <p>School-level: Catapult Learning, formerly Edison Learning, Inc., will serve as the External Lead Turnaround Partner for S. P. Morton Elementary School (\$513,500.00). A part-time data process manager will assist the priority school with managing requirements of the SIG (3 hours per day 3 days per week for 30 weeks at a rate of \$50 per hour = \$13,500.00). The process manager will build the capacity of various transformation team members to support the data requirements of the school improvement effort. The school division anticipates a reduction in the number of hours for the process manager as that individual will cross-train other staff to carry forth the duty in subsequent years. Therefore the amount of time allocated to this role will decrease as staff becomes more efficient. The VDOE/OSI Contractor will serve as the liaison to the VDOE and provide support and monitor progress of the school improvement efforts. The following tasks will also be the responsibility of the contractor: orientation, report completion and data review, and continuous monitoring the alignment of the division, LTP and the school (\$19,000.00). Grand total: \$546,000.00 {Indicators K9, K5, K6, J1 and J4 }</p> <p>Other Expenses: The consolidated application will also support improvement efforts (\$13,797.00- Title I Part A; \$21,000.00 - Title II Part A)</p>

<p>4000 - Internal Services</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>
<p>5000- Other Charges</p>	<p>Pre-Implementation: N/A</p> <p>Division-level:</p> <p>School-level: Expenses associated with attending Technical Assistance Training would cost approximately \$500.00 (hotel/travel/meals). {Indicators K9, K5, K6, J1 and J4 } Grand Total: \$500.00</p> <p>Other Expenses: Expenses associated with personnel attending professional development is also supported within the Consolidated Application (\$250.00- Title I Part A; \$308 - Title II Part A).</p>

Tab 14: Year 1 Budget and Narrative for Each Priority SchoolApplication 2014-2015

<p>6000- Materials and Supplies</p>	<p>Pre-Implementation: N/A</p> <p>Division-level:</p> <p>School-level: Materials and supplies to support the research-based interventions/strategies that will be put forth by the Lead Teacher and math specialists to improve student achievement. Math manipulatives will be purchased with these funds. (\$1000.00) {Indicators K9, K5, K6, J1 and J4} Grand Total: \$1000.00</p> <p>Other Expenses: The Consolidated Application supports improvement efforts for S.P. Morton Elementary School (\$500.00 - Title I, Part A)</p>
<p>8000- Equipment Capital Outlay</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

Tab 15: 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 2, October 1, 2015 through September 30, 2016, only**. The description of budget codes is included as Tab 23. 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(g)					
	S. P. Morton Elementary 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	\$ -	\$ -	\$ -	\$ 96,000.00	\$ 96,000.00	\$ -	\$ 96,000.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ 7,344.00	\$ 7,344.00	\$ -	\$ 7,344.00
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 284,100.00	\$ 284,100.00	\$ 34,000.00	\$ 318,100.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ 500.00	\$ 500.00	\$ 500.00	\$ 1,000.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ 1,000.00	\$ 1,000.00	\$ 500.00	\$ 1,500.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ 388,944.00	\$ 388,944.00	\$ 35,000.00	\$ 423,944.00
Pre-Implementation Total		\$ -					

Tab 15: Year 2 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>School: S. P. Morton Elementary School</p>	<p>Budget Narrative</p>
<p>1000 - Personnel</p>	<p>Pre-Implementation: N/A</p> <p>Division-level:</p> <p>School-level: School-level: Extended Learning Time will be utilized to provide targeted reading and mathematics intervention afterschool (2.5 hours) and all students in grades 3-5 are encouraged to participate. The program will require a maximum of 10 teachers to serve 4 days per week for 30 weeks (start date: October) at a rate of \$30 per hour (\$90,000.00) {Indicators K9, K5, and K6 } Stipends for teachers to work to revise curriculum throughout the school year and during the summer (10 teachers *20 hours *\$30/hour = \$6000.00) {Indicators K9, K5, and K6 } Grand Total: \$96,000.00</p> <p>Other Expenses:</p>	

Tab 15: Year 2 Budget and Narrative for Each Priority School Application 2014-2015

<p>2000- Personnel (Benefits)</p>	<p>Pre-Implementation: N/A</p> <p>Division-level:</p> <p>School-level: Curriculum Development FICA = \$6000.00 * 0.0765= \$459.00; Extended Day FICA = \$90000*0.0765 = \$6885.00 Grand Total: \$7344.00</p> <p>Other Expenses:</p>
<p>3000- Purchased Services</p>	<p>Pre-Implementation: N/A</p> <p>Division-level:</p> <p>School-level: Catapult Learning, formerly EdisonLearning, Inc., will serve as the External Lead Turnaround Partner for S. P. Morton Elementary School. (\$256,100.00). A part-time data process manager will assist the priority school with managing requirements of the SIG (3 hours per day 2 days per week for 30 weeks at a rate of \$50 per hour = \$9000.00). The process manager will build the capacity of various transformation team members to support the data requirements of the school improvement effort, enabling the amount of time allocated to this role to decrease in subsequent years. The division will discuss the continuation of funding this stipend through the local budget. VDOE/OSI Contractor will serve as the liaison to the VDOE and provide support and monitor progress of the school improvement efforts. The following task will also be the responsibility of the contractor: orientation, report completion and data review, and continuous monitoring the alignment of the division, LTP and the school (\$19,000.00). {Indicators K9, K5, K6, J1 and J4 } Grand Total: \$284,100.00</p> <p>Other Expenses: The consolidated application will also support improvement efforts (\$13,000.00- Title I Part A; \$21,000.00 - Title II Part A)</p>

Tab 15: Year 2 Budget and Narrative for Each Priority School Application 2014-2015

<p>4000 - Internal Services</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>
<p>5000- Other Charges</p>	<p>Pre-Implementation: N/A</p> <p>Division-level:</p> <p>School-level: Expenses associated with attending Technical Assistance Training would cost approximately \$500.00 (hotel/travel/meals). {Indicators K9, K5, K6, J1 and J4 } Grand Total: \$500.00</p> <p>Other Expenses: Expenses associated with personnel attending professional development is also supported within the Consolidated Application (\$250.00- Title I Part A; \$250.00 - Title II Part A).</p>

Tab 15: 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:</p> <p>School-level: School-level: Materials and supplies to support the research-based interventions/strategies that will be put forth by the lead teacher, reading and math specialists to improve student achievement (\$1000.00) {Indicators K9, K5, K6, J1 and J4 } Grand Total: \$1000.00</p> <p>Other Expenses: The Consolidated Application supports improvement efforts for S.P. Morton Elementary School (\$500.00 - Title I, Part A)</p>
<p>8000- Equipment Capital Outlay</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

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:		Joseph P. King Jr. Middle 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	\$ -	\$ -	\$ -	\$ 72,000.00	\$ 72,000.00	\$ -	\$ 72,000.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ 5,508.00	\$ 5,508.00	\$ -	\$ 5,508.00
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 252,676.00	\$ 252,676.00	\$ 22,000.00	\$ 274,676.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ 500.00	\$ 500.00	\$ 250.00	\$ 750.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ 4,000.00	\$ 4,000.00	\$ 2,950.00	\$ 6,950.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ 334,684.00	\$ 334,684.00	\$ 25,200.00	\$ 359,884.00
Pre-Implementation Total		\$ -					

Tab 18: Year 1 Budget and Narrative for Each Priority SchoolApplication 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.

<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>
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<p>Expenditure Codes</p>	<p>Joseph P. King Jr. Middle School: School</p>	<p>Budget Narrative</p>
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<p>1000 - Personnel</p>	<p>Pre-Implementation: N/A</p> <p>Division-level:</p> <p>School-level: Extended Learning Time will be utilized to provide targeted reading and mathematics intervention afterschool (2.5 hours) and all students in grades 6-8 are encouraged to participate. The program will require a maximum of 10 teachers to serve 4 days per week for 24 weeks at a rate of \$30 per hour (\$72,000.00) (Note: The original intent was to begin this program in October which would have resulted in +300 hours of increased learning time. Local funds have been used to initiate a smaller version of the program pending the approval of the grant application). {Indicators K9, K5, and K6 } The program will utilize direct teacher instruction in addition to researched based reading (Achieve 3000) and math (Carnegie Learning) programs. {Indicators K9, K5, and K6 }</p> <p>Grand Total: \$72,000.00</p> <p>Other Expenses:</p>
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Tab 18: Year 1 Budget and Narrative for Each Priority SchoolApplication 2014-2015

<p>2000- Personnel (Benefits)</p>	<p>Pre-Implementation: N/A</p> <p>Division-level:</p> <p>School-level: FICA has been calculated to support the Extended Learning Time that is referenced above at a rate of 0.0765. FICA (72,000 x 0.075 = \$5508.00) has been calculated to support the RTI initiative. Grand Total: \$5508.00</p> <p>Other Expenses:</p>
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Tab 18: Year 1 Budget and Narrative for Each Priority School Application 2014-2015

<p>3000- Purchased Services</p>	<p>Pre-Implementation: N/A Division-level: School-level: Catapult Learning Inc. will serve as the External Lead Turnaround Partner for J.P. King Jr. Middle School (\$168,300) for the 2014-15 school year {Indicators K9, K5, and K6}. Contracts for researched-based intervention and formative/summative assessment programs are included to support and improve student achievement (Achieve 3000-\$15,500; Carnegie Learning (Math)-\$22,000; Interactive Achievement - \$9376) in the areas of reading and mathematics. VDOE/OSI Contractor will serve as the liaison to the VDOE and provide support and monitor progress of the school improvement efforts. The following tasks will also be the responsibility of the contractor: orientation, report completion and data review, and continuous monitoring the alignment of the division, LTP and the school (\$19,000.00). A part-time data process manager will assist the priority school with managing requirements of the SIG (5 hours per day 2 days per week for 30 weeks at a rate of \$50 per hour = \$15,000.00). The process manager will build the capacity of various transformation team members to support the data requirements of the school improvement effort. The school division anticipates a reduction in the number of hours for the process manager as that individual will cross-train other staff to carry forth the duty in subsequent years. The division will discuss the continuation of the position to be supported via the local budget for the 2015-16 school year. To increase the level of parental and community support funding (\$3500) is allocated to assist with procuring presenters to enhance the parental knowledge base with regards to the SIG and best practices that parents/community member can adopt to increase the student achievement of the students (Title I Part A - \$1000) {Indicators D1 and D3}. Grand Total: \$252,676.00 Other Expenses: PD360 will continue as the system utilized to provide the school with professional development opportunities as well as a venue for the frequent dissemination of constructive feedback to personnel in an order to build and sustain teacher capacity (\$21,000 - Title II Part A). Title I Part A will provide funding to support parental and community collaboration efforts (\$1000).</p>
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Tab 18: Year 1 Budget and Narrative for Each Priority School Application 2014-2015

<p>4000 - Internal Services</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>
<p>5000- Other Charges</p>	<p>Pre-Implementation: N/A</p> <p>Division-level:</p> <p>School-level: Funding has been included to support travel to procure the required Virginia Department of Education Office of School Improvement Technical Assistance Trainings (\$500). {Indicators K9, K5 and K6} Grand Total: \$500.00</p> <p>Other Expenses: Additional monies have been allocated to support faculty and staff expenses for conferences, workshops and meetings related to improving student achievement in the areas of reading and mathematics (\$250.00 - Title 1 Part A).</p>

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

<p>6000- Materials and Supplies</p>	<p>Pre-Implementation: N/A</p> <p>Division-level:</p> <p>School-level: Materials and supplies are needed to support the intervention efforts for below grade level readers (\$3000). This funding will be used to purchase leveled readers. The leveled readers will be of high interest to middle school students yet written on lower instructional levels to meet the needs of struggling readers. The literature will be used to teach grade level reading comprehension strategies. The desired outcome is to improve student performance on grade level reading and mathematics SOL assessments. ARDT administration costs are included in this application-\$1000. Grand Total: \$4000.00</p> <p>Other Expenses: Title I Part A also supports intervention efforts through the provision of materials and supplies (\$2950.00)</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>	

<p>Assurances: The local educational agency (LEA) assures that 1003(a) and 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under Virginia’s <i>ESEA Flexibility Waiver</i> and unwaived requirements under <i>No Child Left Behind Act of 2001</i> (NCLB). This includes the following assurances:</p>
<p>The school division must assure that it:</p>
<p>1. Ensures schools receiving funds implement one of the four USED models or USED turnaround principles.</p>
<p>2. Uses its funds to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements, to include all requirements of the USED turnaround principles:</p> <ul style="list-style-type: none"> • providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround initiative effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget; • ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround initiative effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs; • redesigning the school day, week, or year to include additional time for student learning and teacher collaboration; • strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards; • using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data; • establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs; and • providing ongoing mechanisms for family and community engagement.
<p>3. Follows state and local procurement policies.</p> <ul style="list-style-type: none"> • 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.
<p>4. Follows Virginia's state requirements for teacher and principal evaluation under the <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Virginia Standards for the Professional Practice of Teachers</i> and the <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals</i>.</p>

Tab 24: Assurances

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.

Tab 24: Assurances

- 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: Date

Principals's Typed Name:

Superintendent's Signature: Date

Superintendent's Typed Name:

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