

Tab 1: Division and School Information

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| Division Name | Hampton City Schools |
| Contact | Dr. John Caggiano |
| Address Line 1 | One Franklin Street |
| Address Line 2 | |
| City, VA, zipcode | Hampton, VA 23669 |
| Email Address | jcaggiano@hampton.k12.va.us |
| Telephone Number | 757-727-2090 |

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

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| School 1 Name | Jane H. Bryan Elementary | Indicate which model the school has chosen with an X. | | | | | |
| Principal Name | Lynette Nelms | 1 | X | USED School Turnaround | | | |
| Address Line 1 | 1021 North Mallory Street | 2 | | USED Transformation Model | | | |
| Address Line 2 | | 3 | | USED Turnaround Principles - same as Transformation Model | | | |
| City, VA, zipcode | Hampton, VA 23663 | 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 | lnelms@hampton.k12.va.us | | X | 1003(a) | | | |
| Telephone Number | 757-727-1056 | | | 1003(g) | | | |
| NCES ID #: | 510180000743 | 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 | X | Tier II | | Tier III |

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| School 2 Name | | Indicate which model the school has chosen with an X. | | | |
| Principal Name | | 1 | | USED School Turnaround | |
| Address Line 1 | | 2 | | USED Transformation Model | |
| Address Line 2 | | 3 | | USED Turnaround Principles - same as Transformation Model | |
| City, VA, zipcode | | Indicate the source of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X. | | | |
| Email Address | | | | 1003(a) | |
| Telephone Number | | | | 1003(a) | |

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| NCES ID #: | | | 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 | |
| | | Cohort IV | Cohort V | | |
| | | Indicate this school's tier with an X. | | | |
| | | Tier I | Tier II | Tier III | |

Tab 2: School 1 Reflections and Planning
and Required Elements

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| School 1 Name: | Jane H. Bryan Elementary | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Reflections and Planning Use this tab to reflect on the past year's improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 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>Goal 1: The pass rate on the 2014-15 SOL Reading assessment will increase from 59% (2013-14) to 77%. Goal 2: The pass rate on the 2014-15 SOL Mathematics assessment will increase from 72% (2013-14) to 86%. Goal 3: The family participation in school open house events will increase by 50% from 186 participants (2013-14) to 279 participants. Goal 4: The percentage of students with an Average Daily Attendance (ADA) of 97% or higher will increase for grades 1 through 5 level based on last year's attendance rates for each cohort group. For example, the 2013-14 attendance rates will be used to calculate the percentage goal for each grade level (i.e., the goal for 1st grade will be based on students' attendance rates as kindergartners). The grade level goals are as follows: 1st - 45% to 59%; 2nd - 36% to 47%; 3rd - 38% to 49%; 4th - 41% to 53%; 5th - 52% to 68%. This will increase the percentage of students with an ADA of 97% or higher in grades 1-5.</p> <p>English SOL Data 2013-14 2012-13 2011-12</p> <table border="1"> <tr> <td>All Students</td> <td>59%</td> <td>44%</td> <td>65%</td> </tr> <tr> <td>Gap Group 1</td> <td>46%</td> <td>38%</td> <td>60%</td> </tr> <tr> <td>Gap Group 2</td> <td>42%</td> <td>34%</td> <td>57%</td> </tr> <tr> <td>Students w/Disab.</td> <td>33%</td> <td>23%</td> <td>48%</td> </tr> <tr> <td>Econ. Disad. Stnts</td> <td>46%</td> <td>44%</td> <td>59%</td> </tr> <tr> <td>White Students</td> <td>60%</td> <td>62%</td> <td>71%</td> </tr> </table> | All Students | 59% | 44% | 65% | Gap Group 1 | 46% | 38% | 60% | Gap Group 2 | 42% | 34% | 57% | Students w/Disab. | 33% | 23% | 48% | Econ. Disad. Stnts | 46% | 44% | 59% | White Students | 60% | 62% | 71% |
| All Students | 59% | 44% | 65% | | | | | | | | | | | | | | | | | | | | | | |
| Gap Group 1 | 46% | 38% | 60% | | | | | | | | | | | | | | | | | | | | | | |
| Gap Group 2 | 42% | 34% | 57% | | | | | | | | | | | | | | | | | | | | | | |
| Students w/Disab. | 33% | 23% | 48% | | | | | | | | | | | | | | | | | | | | | | |
| Econ. Disad. Stnts | 46% | 44% | 59% | | | | | | | | | | | | | | | | | | | | | | |
| White Students | 60% | 62% | 71% | | | | | | | | | | | | | | | | | | | | | | |

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| | <table border="0"> <tr> <td>Math SOL Data</td> <td>2013-14</td> <td>2012-13</td> <td>2011-12</td> </tr> <tr> <td>All Students</td> <td>72%</td> <td>67%</td> <td>29%</td> </tr> <tr> <td>Gap Group 1</td> <td>63%</td> <td>54%</td> <td>29%</td> </tr> <tr> <td>Gap Group 2</td> <td>66%</td> <td>50%</td> <td>24%</td> </tr> <tr> <td>Students w/Disab.</td> <td>56%</td> <td>52%</td> <td>31%</td> </tr> <tr> <td>Econ. Disad. Stnts</td> <td>63%</td> <td>58%</td> <td>28%</td> </tr> <tr> <td>White Students</td> <td>76%</td> <td>77%</td> <td>37%</td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td>Family Participation (Open House)</td> <td>2013-14</td> <td>2012-13</td> <td></td> </tr> <tr> <td>Number in Attendance</td> <td></td> <td>186</td> <td>104</td> </tr> </table> | Math SOL Data | 2013-14 | 2012-13 | 2011-12 | All Students | 72% | 67% | 29% | Gap Group 1 | 63% | 54% | 29% | Gap Group 2 | 66% | 50% | 24% | Students w/Disab. | 56% | 52% | 31% | Econ. Disad. Stnts | 63% | 58% | 28% | White Students | 76% | 77% | 37% | | | | | Family Participation (Open House) | 2013-14 | 2012-13 | | Number in Attendance | | 186 | 104 |
| Math SOL Data | 2013-14 | 2012-13 | 2011-12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Students | 72% | 67% | 29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gap Group 1 | 63% | 54% | 29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Students w/Disab. | 56% | 52% | 31% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Econ. Disad. Stnts | 63% | 58% | 28% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White Students | 76% | 77% | 37% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Family Participation (Open House) | 2013-14 | 2012-13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number in Attendance | | 186 | 104 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <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>The climate of the school has continued to improve. Key evidence of improvement includes the following: (1) Bryan led the school division in reduction of the number of unexcused absences, with a two-year reduction from 121 students with 6 or more unexcused absences in 2012 to 39 in 2014, a drop of 82 (74%); (2) Family support and participation in school events has increased with numbers of attendees increasing for quarterly awards assemblies and year-end promotion ceremonies, increased number of parents attending Student-Led Conferences, and the inclusion of a third night of conferences this year; (3) Fewer incidences of major violation of the Student Code of Conduct; (4) Increases in the number of business and community partnerships providing financial and in-kind services to the school. B. The most successful strategies used to change the school climate were: (1) Implementation of the school division's HERE! initiative with fidelity and following up with parents consistently regarding their children's school attendance; (2) Increased outreach efforts by the school's Family Engagement Specialist (FES) who worked cooperatively with the School Leadership Team (SLT), and other staff members to reach out into the community, and to businesses and faith-based organizations to improve the appearance of the school (i.e., a church volunteered to paint the school cafeteria), and to enhance the lives of students in the school through the donation of clothes for a school clothing bank; (3) Implementation with fidelity of the school-wide discipline plan--Positive Behavior Intervention System (PBIS). Through the token economy system used in the program to reinforce appropriate student behaviors, Bryan was able to reap the benefits of fewer students committing serious code of conduct violations. C. There were no strategies attempted that were not successful.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>2. Are there any anticipated barriers to further improving the school climate?</p> | <p>After a review of all the conditions and factors that led to the improvement in school climate, the school administration met with the SLT and the Family Engagement Specialist (FES) to brainstorm potential barriers to further improvement. Based on these discussions, the group identified staff turnover and the loss of the FES as two potential barriers to further improvement. Having a full-time position dedicated to coordinating all the parent/community outreach efforts has been a major factor in improving the school climate. Also, over 51% of the school's teachers voluntarily transferred to Bryan to be a part of the turnaround efforts at the school and have been major contributors to its success. If the FES position were lost to budget cuts, or the school experienced a large amount of turnover, both these events would represent barriers to further improving the school climate. The school administration does not anticipate barriers to further improving the school climate.</p> |
| <p>PROCESS STEPS / ATMOSPHERE OF CHANGE 1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?</p> | <p>1.a. The principal conducts monthly faculty meetings during which school administrators and members of the SLT share information and solicit input from the school staff. Input is also solicited in grade level planning meetings, where school administrators, division curriculum personnel, and the External Lead Partner meet with teachers and share information on teaching and learning at Bryan. 1.b. Decisions are communicated with staff through email and through the shared Google Drive in which documents from SLT meetings and other school group meetings are shared and discussed. Decisions are also communicated on the school's website and through a school newsletter.</p> |
| <p>2. How are responsibilities divided amongst the team members?</p> | <p>The SLT is comprised of school administrators (principal and assistant principal), a teacher representative from each grade level (K-5), content area interventionists in Reading and math (one each), the school data coach, and one representative of resource personnel (i.e., art, music, PE, and library). Administration, academic interventionists, and the data coach share primary responsibility for monitoring the impact of interventions in each of the four core content areas. As issues arise regarding lack of student progress and/or evidence of strong/improved performance, these individuals share this information with the total SLT. Classroom and resource teachers on the SLT have the responsibility for sharing this feedback with their grade level or team and, in turn, solicit feedback to bring back to the SLT. SLT members are occasionally divided into small subcommittees charged with addressing targeted school improvement issues (i.e., performance pay).</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>Practice monitoring includes: 1) frequent classroom observations with teacher feedback; 2) participation in grade level PLC meetings where teaching strategies and their impact on student progress are discussed; 3) monthly meetings with reading and math interventionists to review student tier movement; 4) quarterly data disaggregation meetings during which teachers discuss the progress of each student. When a strategy is not effective, school administrators meet with teachers and interventionists to determine root causes of the intervention's failure and to devise alternative strategies for addressing students' learning needs.</p> |
| <p>INSTRUCTION 1. How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)</p> | <p>During quarterly data disaggregation meetings, students are tiered into three support levels indicating whether they are at or above grade level (Tier 1), below grade level (Tier 2), or off-track (Tier 3). The identification of students in need of Tier 2 or Tier 3 support is based on a combination of academic (i.e., grades, benchmark assessment data) and non-academic (i.e., attendance, tardiness, discipline referrals) indicators. In the analysis of academic performance, teachers identify specific skill deficit areas and indicate whether the student is improving, maintaining, or declining in their academic performance. Academic coaches and interventionists also provide additional identification by noting patterns of student performance within and across grade levels.</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>For students in Tier 1, teachers provide lessons that address the higher levels of Bloom's taxonomy as well as collaboration with peers. Teachers provide more opportunities for students to work on projects independently utilizing the reference resources of the library and other resources outside of the school. They also provide learning materials of a higher level of difficulty and increase lesson rigor through higher order questioning. Formative assessments are administered weekly by individual teachers and quarterly throughout the school during benchmark testing. Weekly assessment results become the basis of intervention and enrichment strategies used by teachers and interventionists, and for tier movement of students during quarterly data disaggregation meetings.</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>Student achievement goal setting has been one of the key drivers of improvement throughout the school. A lesson plan template has been developed to ensure that the key components of an effective lesson are included in daily plans and school administrators review and provide feedback to teachers on the quality of the plans and the lessons conducted based on the plans. Teachers have increased their focus on teaching at a higher cognitive level and have been working to create learning experiences for students that match the appropriate level of rigor for each standard.</p> |
| <p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p> | <p>Bryan has received funding from the school division to support a full-time Family Engagement Specialist who coordinates the involvement of community-based organizations. In Strand J--Increasing Learning Time--five of the eight indicators focus on the use of community partners to enhance the school's academic program. Currently, the partners provide tutoring services both during and after school, ROTC cadets from Kecoughtan High School to mentor students in all grades, school uniforms and other clothing to re-supply the school's clothing closet, and financial and in-kind services for individual classrooms and school-wide initiatives.</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>Cambridge Education has been hired as the External Lead Partner since the 2012-13 school year. Services provided by the contractor will include: conducting a school quality review to identify strengths and weaknesses in six key areas of school operations (culture, curriculum, teaching and learning, student achievement, parent/community involvement, leadership/management), assisting in the development and maintenance of the Indistar plan, providing professional development for teachers and administrators, and supporting school improvement efforts of the SLT. In addition, Bryan has contracted with the University of Virginia to provide professional development on literacy to teachers in grade K-5.</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>Bryan actively solicits parent involvement in the school through a variety of outreach efforts. The school employs a full-time Family Engagement Specialist to plan and coordinate parent involvement activities. Teachers are encouraged to maintain regular contact with parents through phone conferences, in-person conferences, and written communications. The school has instituted student-led conferences in which students accompany their parents to conferences during which they review their schoolwork folders and discuss their progress with their parents. Bryan holds a Title I Night in which parents are invited to come to school and learn about the types of interventions provided in math and reading. At the annual event, parents are acquainted with the skills students are required to know for year-end SOL exams and provided an opportunity to see the types of questions asked on the tests. Parents also have the opportunity to speak directly with the school's reading and math interventionists to discuss how their children learn best and any learning challenges they are experienced in the past. The interventionists explain how the strategies being used with students at Bryan support a variety of student learning styles, and show parents how they can use the same strategies at home to help. Student-led conferences are held 2-3 times per year, during which students share their work with their parents, talk with them about the subjects they do well in and areas where they struggle. These events provide parents with the opportunity to see how well interventions are working to improve their children's academic achievement.</p> |
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| <p>STAFFING & RELATIONSHIPS</p> <p>1. What process is used to assign teachers to positions, classes and grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p> | <p>Teachers are provided an opportunity each spring to express their interest in either remaining in the same grade or moving to another. In addition to these teacher requests, school administrators review student performance data by teacher and also make staff decisions based on the teaching strengths and weaknesses shown in the data. All Bryan teachers are meeting the flexibility waiver's designation of "highly qualified" and currently hold a Virginia professional or provisional certification. The principal ensures that the most skilled teacher is in front of the right group of students by frequent monitoring of classrooms through formal and informal observations and walkthroughs, with accompanying feedback to teachers on the performance observed. When the teaching performance consistently fails to meet the appropriate standard, the principal ensures that the proper steps are taken for the transfer or dismissal of the teacher. When vacancies occur in the school, the option is available to fill it with a current staff member then have a "ripple effect" vacancy to fill, or fill the vacancy with an external candidate. A committee is used for candidate interviews, and consists of persons who will work directly with the teacher, and school administrators. When making a final hiring decision, school administrators consider best skill balance of new teacher with existing grade level peer teachers (i.e., bringing a teacher with strong technology skills into a grade with teachers who shy away from technology). Another factor that is considered is the make-up of the students on the grade. For example, the committee would consider the strengths and learning challenges of students on the grade level and which teacher candidate has the skill set that best suits this student demographic.</p> |
| <p>2. What is your process for implementing the division's teacher evaluation system?</p> | <p>The implementation of the new teacher evaluation system began with extensive training provided by both the school division and The College of William & Mary. Each of the school administrators has been trained, along with selected members of the SLT, to provide support to new and/or struggling teachers. Each year an observation cycle calendar is developed to ensure that teachers in each contract category were observed the requisite number of times, and provided substantive feedback on their performance.</p> |

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| <p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.</p> <p>b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p> | <p>HCS does not currently have a formal system for rewarding school leaders, teachers, and other staff who have increased student achievement; however, Bryan is currently in the process of developing such a system that will provide additional professional development funds and activities designed to further enhance teacher effectiveness. Teachers who need support to improve their professional practice are placed on a professional development plan (PDP) following several rounds of formal and informal observations and feedback. If after those observations and feedback cycles teachers still do not demonstrate teaching proficiency that meets the current standards for performance, the teacher receives written notification that they are being placed on a PDP and a meeting is held with the teacher and school administration to develop the plan. In the plan, the specific, targeted areas in need of improvement are identified, improvement targets are set, personnel who will provide support to the teacher are identified, and a timeline for progress monitoring is established. At the end of the support cycle, a final summative determination is made by the school principal as to whether teacher has either: (1) made adequate progress to be removed from the plan and continue working at the school; (2) has made insufficient progress but will be allowed to continue working under the growth plan the following year; (3) has made no meaningful progress and will be recommended for termination.</p> |
| <p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p> | <p>The principal is evaluated by the school division's Executive Director of School Leadership. There are two formal evaluation meetings--one at mid-year and the second at the end of the year--during which the principal's performance is reviewed and feedback and recommendations are provided. For the upcoming year, this process has been revised with a greater emphasis on performance goal setting.</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 among all these entities is one of collegial collaboration. The state facilitator provides valuable information on state directives related to the school turnaround process and timely reminders regarding Indistar and quarterly reports. The external and internal lead partners work closely with the principal to ensure that the tasks outlined in Indistar are being carried out in a timely fashion and that the goals outlined in the plan are being attained. These three individuals meet regularly to discuss the school's progress and make recommendations on all aspects of school operations. The process has been improved by having the DLST meetings at the school and by providing central office staff with the opportunity to observe classes and see the curriculum programs "in action". No further changes/improvements needed at this time.</p> |

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| <p>DECISION-MAKING PROCESS & AUTONOMY</p> <p>1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p> | <p>The administration at Bryan has established a SLT that participates in all decisions related to school improvement efforts, the school vision, and the Indistar Plan. The team is comprised of representatives from each grade level and from the electives team. The work of the SLT is driven by the indicators and tasks outlined in the Indistar plan and each month, the team meets to discuss progress towards completing the tasks in the plan. The guiding principle behind the decision-making process is that all final decisions must be in support of the goals of the Indistar plan and/or in support of the school's core values of high expectations for all students, being customer oriented, and building positive relationships among all stakeholders. Each issue brought up for determination at SLT meetings is weighed against these standards and decided based on its merits. The SLT acts as an advisory body, with all final decisions made by school administration.</p> |
| <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>There is currently no standard practice for rewarding school leaders and teachers when there have been significant improvements in student achievement. The SLT this year will continue to attempt to create a teacher incentive pay plan based on improved student performance. The school division has not historically provided monetary or other formal recognition of school leaders who have turned schools around or significantly improved student achievement scores, but with the development of a new school leader evaluation system, this topic can be addressed.</p> |

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| <p>PHASE OUT PLANNING</p> <p>1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p> | <p>Three key services should be maintained after federal funds and supports end: 1) The designation of a person or group of persons who will have the primary responsibility for data disaggregation each quarter and during bi-monthly CLT meetings; 2) Continuation of the school-wide discipline plan (PBIS) and designation of PBIS contacts on each grade level; and 3) Quarterly data disaggregation meetings during which teachers discuss the academic and behavioral progress of individual students and place them in tiers of support based on their progress over the grading period. The following steps will be conducted as part of the Year 3 SIG phase out: 1) Cambridge Education (LTP) will conduct a third and final School Quality Review and provide an analysis of the three-year progress of the school; 2) the Indistar plan will be updated to reflect the improvement goals that have been achieved and the areas of school performance that will continue to be a focus of improvement activities; 3) Review of the recommendations from previous academic review to determine the extent to which issues raised in the review have been addressed; 4) Identification of strategies which were directly responsible for gains in student performance and posting these strategies in the school's data room as a reminder to continue these practices. The school division will continue to monitor the school's performance on formative and summative assessments, provide academic coaches to sustain gains in reading and math; and meet regularly with school administrators to discuss issues impacting the school.</p> |
| <p>2. What supports from the state would be the most helpful?</p> | <p>The state should continue to provide support for curriculum and instruction through the provision of released test items, updating SOL standards and curriculum framework documents, and providing all necessary guidance to address changes in the SOL exams as the cognitive level of the assessments continue to be adjusted upward.</p> |
| <p>Required Elements</p> <p>Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p> | |
| <p>Required element</p> | <p>Response</p> |

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| <p>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p> | <p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p> |
| <p>2. Student achievement data for the past two years (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> |

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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>Bryan Elementary currently meets the 65,600 minutes in a school year requirement. Additionally, summer school totaled 11,520 minutes and after school tutoring totaled 10,560 minutes. For the 2014-2015 SY it is anticipated that increased learning time will once again occur via after school tutoring and summer school (extended school year) for select students at approximately the same rate of minutes utilized during the previous school year.</p> |
| <p>4. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged</p> | <p>Total Students: 387 Male: 196 Female: 191 Asian: 4 Black: 275 Hispanic: 23 White: 97 Students with disabilities: 85 Limited English proficient: 5 Migrant: 0 Homeless: 21 Economically disadvantaged: 341</p> |

Tab 2: School 1 Reflections and Planning
and Required Elements

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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>Math. After a significant decrease in the pass rates from 69% in 2010-11 to 29% in 2011-12, math scores at Bryan have been on an upward trajectory. The school continued to make gains in Math during the 2013-14 school year and exceeded the accreditation benchmark with a pass rate of 72%.</p> <p>History. Pass rates for history scores increased from 75% to 81% during the 2013-14 school year, exceeding the accreditation benchmark of 70%.</p> <p>Science. Pass rates for science scores increased dramatically from 59% to 89% during the 2013-14 school year, exceeding the accreditation benchmark of 70%.</p> <p>Reading. As with the previous drop in math scores due to the increased rigor of the SOL exam, Reading scores for the 2012-13 school year dropped to 44% with the increased difficulty of the SOL new Reading exam. During the 2014-15 school year, the school dramatically improved the pass rate from 44% to 59%, which represented a 15 percentage point improvement.</p> |
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Tab 2: School 1 Reflections and Planning
and Required Elements

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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. Jane Bryan Elementary - built 1955 48,520 sf 2. Number of classrooms - 25 3. Library Media Center - approx. 960 sf, separate ac units, suspended ceiling with energy efficient fluorescent lighting fixtures, carpet flooring, exterior window wall. The library is extremely undersized and cannot comfortably accommodate more than one class at a time. The collection is limited mainly to print materials due to the lack space and electrical outlets for computers and other technology. 4. Cafeteria - approx. 3,600 sf, combination cafeteria and auditorium with stage, vinyl floor tiles, energy efficient lighting fixtures, separate ac/heating units. With tables removed the cafeteria can accommodate the entire student body. 5. Physical Education - approximately 15 acres, walking trail, playground equipment, and baseball field with perimeter fencing. The school has no gymnasium and P.E. classes are currently being held in a classroom in a portable building behind the main building. All areas meet requirements for accessibility except for the library, which could not readily accommodate students or adults who are wheelchair-bound. However, a meeting is being held with the Director of Maintenance early-November to address these areas of concern.</p> | |
| <p>7. Information about the types of technology that are available to students and instructional staff</p> | <p>Bryan's current technology inventory consists of the following: 229 Laptops, 52 Desktops, 120 iPads, 29 Promethean Boards, 29 Document Cameras, 20 Printers, and 3 Copiers.</p> <p>The librarian has primarily responsibility for the technology inventory, and teachers submit their equipment requests online. The school division provides a computer technician for equipment repair and maintenance. The school division has an iPad initiative for students in grades 4 and 5 that allows students to take the equipment home. Other iPads and laptops are stored in charging carts that are distributed throughout the school, and shared among teachers on each grade level.</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>19</p> | <p>100%</p> |

Tab 2: School 1 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 | 6 | 37% |
| Number of teachers with a provisional license | 2 | 11% |

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))

Tab 2: School 1 Reflections and Planning
and Required Elements

| <p>9. a. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below)</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Yrs</th> <th style="text-align: left;">#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>Number of Years Teachers Have Been Employed at Bryan Elementary</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Years</th> <th style="text-align: left;">Teachers</th> </tr> </thead> <tbody> <tr><td>0</td><td>0</td></tr> <tr><td>1</td><td>2</td></tr> <tr><td>2</td><td>15</td></tr> <tr><td>3</td><td>1</td></tr> <tr><td>4</td><td>5</td></tr> <tr><td>5</td><td>0</td></tr> <tr><td>6</td><td>1</td></tr> <tr><td>7</td><td>0</td></tr> <tr><td>8</td><td>1</td></tr> <tr><td>9</td><td>0</td></tr> <tr><td>10</td><td>1</td></tr> </tbody> </table> <p>Work days 200 /Teaching days 180 =1.1</p> | Years | Teachers | 0 | 0 | 1 | 2 | 2 | 15 | 3 | 1 | 4 | 5 | 5 | 0 | 6 | 1 | 7 | 0 | 8 | 1 | 9 | 0 | 10 | 1 |
|---|----------------------|----------------------|---|---|---|---|---|------|---|-------|----------|---|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|---|
| Yrs | #Instructional Staff | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 4... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Years | Teachers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Required Elements
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.

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| Required element | Response |
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Tab 2: School 1 Reflections and Planning
and Required Elements

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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>HCS has established a District Leadership Support Team (DLST) that meets quarterly with Priority and Focus schools to monitor the schools' progress toward stated improvement objectives, identifies areas of strength/growth and areas that are lagging, and recognizes core areas by student subgroup to demine if adequate progress is being made towards division and school level goals. The DLST meets at Bryan Elementary at the end of each grading period for an in-depth review and discussion that includes the following agenda items:</p> <ol style="list-style-type: none"> 1. LTP monitoring of school needs identified as focus areas for the 14-15 school year (i.e., planning for student learning, formative assessment, building on students' background knowledge) 2. Overview of professional development activities provided in reading to specific teacher audiences and follow up provided by the LTP 3. Overview of professional development activities provided to newly appointed administrative team 4. Recommendations to improve the quality of learning and teaching along with identification of trends/issues that are negatively impacting school performance 5. Summary of classroom observations and walkthroughs that occurred during the month with administrators <p>The work of the LTP is monitored by the DLST and the designated Internal Lead Partner.</p> <p>The LTP provides written monthly reports and provides status reports on its work with Bryan to the Hampton City School Board as requested. The specific roles and responsibilities of the LTP are spelled out in a Scope of Work (SoW) document that must be approved by Hampton City Schools and the Virginia Department of Education prior to LTP beginning work at the school. The SoW for the 2014-15 school year, was finalized in August 2014. Each year the LTP service level is negotiated with the school, and the current year's level is 20 hours per week. The timeline for implementation of the intervention plan for 2014-15 is as follows:</p> <ul style="list-style-type: none"> ☑ August 2014 – Finalize SoW with LTP ☑ August 2014 – September 2015 – LTP will provide weekly support for school turnaround 20 hours per week. ☑ August 2014 – September 2015 – LTP will provide monthly written reports on the actions and accomplishments of the turnaround process ☑ As Requested – The LTP will present a progress report to the Hampton City School Board as requested ☑ February 2015 – Cambridge will conduct a third SQR and measure the progress of the school in the six domains of performance for the past three years. |
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Tab 2: School 1 Reflections and Planning
and Required Elements

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| <p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p> | <p>The school’s principal and the assigned member of the DLST met to brainstorm the characteristics of an external partner that would best meet the school’s needs as identified by its SLT and central office staff members. For example, internal stakeholders believed it was important to select an external partner that was able to help build teacher capacity, provide differentiated professional learning support for teachers, to build leadership capacity of teachers and administrators through a coaching model, etc.). In addition, stakeholders were not interested in a preplanned or prepackaged partnership. Stakeholders were interested in working collaboratively with the partner to design a plan of support. Following several meetings with representatives from Pearson Education and Cambridge Education, Cambridge was selected as the LTP. Bryan is heading into its third and final year of turnaround and exercised the option of retaining the current LTP (Cambridge Education).</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>HCS has the established the expectation that each Priority and Focus school will, at a minimum, meet the AMO standards established for each SOL-tested academic subject as well as all state accreditation benchmarks.</p> |
| <p>4. Explanation of the division's capacity to serve its Priority Schools.</p> | <p>HCS has the capacity and infrastructure to serve its Priority school. The school division has provided material, human, and fiscal resources in the form of additional instructional support personnel, funding for equipment and materials, and support from each of the instructional departments in central office to provide professional development for all instructional personnel at the school.</p> |

Required Elements
Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.

Tab 2: School 1 Reflections and Planning
and Required Elements

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| 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 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: Jane H. Bryan 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 | \$ - | \$ - | \$ - | \$ 34,500.00 | \$ 34,500.00 | \$ 173,475.28 | \$ 207,975.28 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 11,258.81 | \$ 11,258.81 | \$ 59,993.62 | \$ 71,252.43 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 621,412.50 | \$ 621,412.50 | \$ - | \$ 621,412.50 |
| 4000 - Internal Services | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 5000- Other Charges | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ 38,024.81 | \$ 38,024.81 | \$ - | \$ 38,024.81 |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ - | \$ 705,196.12 | \$ 705,196.12 | \$ 233,468.90 | \$ 938,665.02 |
| Pre-Implementation Total | | \$ - | | | | | |

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

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

| | |
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| Sample Entry 6000 Materials and Supplies | <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> |
|---|--|

| | | |
|--------------------------|---|-------------------------|
| Expenditure Codes | School: Jane H. Bryan Elementary | Budget Narrative |
|--------------------------|---|-------------------------|

| | |
|-------------------------|--|
| 1000 - Personnel | <p>Pre-Implementation: N/A</p> <p>Division-level: N/A</p> <p>School-level: School Level Data Coach split funded(\$23,500, SIG); Justification: This position supports the analysis and dissemination of all formative and summative student data. Teacher stipends; Justification: For additional responsibilities related to staff and leadership professional development throughout the school year; student lead conference days; peer observation; job embedded training via peer observation model (\$11,000, SIG) SQR - Indistar Strand A, B, F, G</p> <p>Other Expenses: School Level Data Coach split funded (\$23,500, Title I); EIRA (\$12,360, Title I); Classroom Management Coach (\$47,000 Title II); Math Interventionist (\$48,489.31, Title I); Reading Interventionist (\$42,125.97, Title I)</p> |
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Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

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|-----------------------------------|---|
| 2000- Personnel (Benefits) | <p>Pre-Implementation: N/A</p> <p>Division-level: N/A</p> <p>School-level: School Level Data Coach split funded (\$10,417.31, SIG) Teacher stipends (FICA \$841.50, SIG) SQR - Indistar Strand A, B, F, G</p> <p>Other Expenses: School Level Data Coach split funded (\$10,417.31, Title I); EIRA FICA (\$945.54, Title I); Classroom Management Coach benefits (\$17,011.40, Title II) ; Math Interventionist (\$16,624.51, Title I); Reading Interventionist (\$14,994.86, Title I)</p> |
| 3000- Purchased Services | <p>Pre-Implementation: N/A</p> <p>Division-level: N/A</p> <p>School-level: Lead Turnaround Partner - Simmie Raiford with Cambridge Education, Hours per week: 20, Number of Students/Fall membership: 401, Base unit price: \$1,130, Number of months: 15 (\$566,412.50 SIG); SQR Indistar Strand A, C, D, F, G ; University of Virginia professional development (\$30,000, SIG); Beth Estill contracted professional development (\$10,000, SIG) This will be the second year that UVA and Beth Estill have provided PD in reading. The services will include workshops focused on creating a print-rich classroom environment, and employing reading strategies that will address skill deficits identified through formative and summative assessments.</p> <p>VDOE Contractor (\$15,000, SIG) Contractor will provide orientation, report completion, data review and continuously monitor the alignment of the division, LTP and Bryan Elementary.</p> <p>Other Expenses: N/A</p> |

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

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| 4000 - Internal Services | Pre-Implementation: N/A Division-level: N/A School-level: Other Expenses: N/A |
| 5000- Other Charges | Pre-Implementation: N/A Division-level: N/A School-level: N/A Other Expenses: N/A |

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

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| 6000- Materials and Supplies | <p>Pre-Implementation: N/A ; Division-level: N/A</p> <p>School-level:</p> <p>Student-led conference materials - Materials for students to document academic and behavioral data, set growth goals, and conference with parents and teachers. Our Student-Led Conferences had a strong turnout last year, with an 18% increase in parent participation, and well over 220 families participating. Without grant funding, this activity would be continued, using HCS general operating and the regular Title I funds. SIG funding will provide postcards and postage to send invitations for the three student-led conferences planned for the 2014-15 school year (SQR-Indistar Strand A,F,G) (\$2,000, SIG);</p> <p>'One book one school' program materials - One Book One School is a community reading initiative by readtothem.org. The organization's stated purpose of the program is "to create a shared reading experience within a single elementary school community. A chapter book is chosen, every student receives a copy, and every family reads that book at home over the course of a single month. Activities at school coordinate, promote and enrich the shared reading experience." Bryan will also select a chapter book for all families to read, and follow-along activities include, "Books at Bedtime," in which students take selfies reading to or with friends or family members at home. These will be sent to school and a display of the photos will be posted outside of the library.(SQR- Indistar Strand A,B,C,E) (\$5,000, SIG);</p> <p>Non-fiction Books - Books for students to select and keep once they have met their reading goals. This program will continue beyond the funding of this grant. Classroom non-fiction libraries in all grades need to be replenished and this process will continue over the next several years. (SQR- Indistar Strand A,C,F) (\$1,500, SIG);</p> <p>Attendance recognition events - Quarterly recognition events for families and students for perfect attendance and no unexcused tardies. This will support the decline in unexcused absences as shown over the past several years. This initiative focuses on increasing the number of students with perfect or near perfect attendance, but the school division's truancy prevention "HERE Initiative" will continue beyond the grant funding. Bryan saw a dramatic reduction in the number of students with 3-6 unexcused absences, and through the division initiative, will continue to reduce truancy and increase perfect attendance. (Number of Unexcused Absences by School Year: 2011 - 121; 2012 - 105; 2013 - 61)(SQR- Indistar Strand A,F,G) (\$3,000, SIG)</p> <p>Teacher book fair - Professional literature on effective teaching practices for math and reading, along with the following pedagogical topics: improving learning for children in poverty, increasing the cognitive levels of daily lessons, differentiating instruction to meet student learning needs, and improving questioning techniques to increase student comprehension.</p> |
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Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

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| | <p>The book fair would feature a variety of books on these topics and differentiated by grade level and teacher expertise (e.g., books that would provide information for both novice and expert teaching levels for a given content area or topic). The school leadership team would pick two books to become the subject of school-wide book studies over the course of the year. (\$4,000, SIG);</p> <p>Instructional materials - In order to create a print-rich classroom environment, there must be a sufficient number and variety of books to pique and maintain student interest and to provide a means of introducing and re-teaching skills and concepts. With our continued emphasis on literacy, and the need to provide a more intensive approach to reading instruction in order to meet the accreditation benchmark in this subject, materials will be needed for the following:</p> <ul style="list-style-type: none">• Creating anchor charts that illustrate rules, concepts, and procedures related to reading and writing.• Creating student-made books• Creating journals for writing• Populating classroom libraries• Labeling objects in the classroom for emergent readers• Providing students with literacy backpacks to take home (e.g., a leveled book, paper, pencil, etc.) and share with their parents/guardians• Providing reading material <p>Language arts materials to include; Scholastic News Gr. K-5, 500 subscriptions, National Geographic for Kids, Gr. 2, 75 Subscriptions, Ranger Rick Magazine, Gr. 1- 2, 10 class subscriptions, Trade books for whole group writing instructions (Gr. K – 5) 100 titles, We Both Read Book Sets, Gr. K-5, We Read Phonics Set Gr. K-5 (5 sets), Reading A to Z, and Raz-Kids Gr. K-5, School license, and Colonial Quest Readers Gr. K-3, 48 sets.</p> <p>Math performance has been steadily trending up the school met the accreditation benchmark for this subject on the spring 2014 SOL test. Analysis of Bryan’s trend data for the past several years revealed that the students’ lack of math fluency and their failure to master math facts by grade 4 are key contributors to the challenge they face when they take the Math SOL. The skill deficits identified include the following:</p> <ul style="list-style-type: none">• Computation and estimation• Basic operations (adding, subtracting, multiplying and dividing) |
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Tab 18: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

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| | <ul style="list-style-type: none"> • Number sense • Number recognition <p>Math materials to include; First in Math 300subscriptions, Hot Dots Class Set (computation and estimation) Gr. K-5 (17), Hot Dots Pen (computation and estimation) Gr. K-5 (21 sets), Hot Dots Card Sets(computation and estimation) Gr. K-5 (46), Hot Dots Jr. Problem Solving Kit (computation and estimation) Gr. K-5 (4 sets), 500 Sets of Flash Cards for School and Home, Snap Math Sets (addition/subtraction) Gr.1-4 (8 sets), Snap Math Sets (multiplication/division) Gr. 1-4 (6 sets), Smart Trays (building number sense and number recognition) (24 sets), Smart Tray Cards (building number sense and number recognition) (24 sets), Large magnetic two-color counters (building number sense and number recognition) Gr. K (4 sets), Ten Frame Math Games (Computation and estimation) Gr. K-2, (13 sets), Part-Whole Cards (8 sets), I Have Who Has Cards (subtraction with pictures (Gr. K-1) (9 sets), Math pocket charts Gr. K-2, 10.</p> <p>The budget request is to support skill development in these areas. (\$18,400,SIG) (Indistar Strands: B, D, E,G, K, H, I, J)</p> <p>Other Expenses: N/A</p> |
| 8000- Equipment Capital Outlay | <p>Pre-Implementation: N/A</p> <p>Division-level: N/A</p> <p>School-level:</p> <p>Other Expenses: N/A</p> |

Tab 23: Budget Codes

Expenditure Code Definitions

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

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

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

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

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

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

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

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

Tab 23: Budget Codes

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

Tab 23: Budget Codes

| Object Code 5000 | | | |
|------------------|--|--|--|
| 5.1 | Indirect Costs | <p>Guidance regarding indirect rate was issued at the end of January in Superintendent's Memo #023-14, "Changes for the 2013-14 Annual School Report-Financial Section."</p> <p>http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml</p> <p>The indirect cost rate is based on the rate for the LEA. LEA rates may be found at the link below.</p> <p>http://www.doe.virginia.gov/school_finance/budget/</p> | |
| Object Code 6000 | | | |
| 6.1 | Materials and Supplies directly related to the school's needs assessment and/or to support approved training in Code 3000. | <p>Approved by OSI on a case by case basis.</p> <p>Must be tightly aligned to the needs assessment and needed for transformation. For example, may not be charcoal for a school barbecue or paper for the copier.</p> | |

Assurances: The local educational agency (LEA) assures that 1003(a) and 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under Virginia’s *ESEA Flexibility Waiver* and unwaived requirements under *No Child Left Behind Act of 2001* (NCLB). This includes the following assurances:

The school division must assure that it:

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

2. Uses its funds to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements, to include all requirements of the USED turnaround principles:

- providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround initiative effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
- ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround initiative effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
- redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
- strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
- using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data;
- establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs; and
- providing ongoing mechanisms for family and community engagement.

3. Follows state and local procurement policies.

- If selecting a LTP from the state's Low Achieving Schools Contract Award, the division adheres to the requirements and scope of the LTP's state-approved Low Achieving Schools Contract of Award.

http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml

- If selecting a LTP that is not on the state's Low Achieving Schools Contract of Award, the division's procurement policies and procedures are followed.

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

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

- establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
- document and describe each action to be implemented, who is responsible and date by which action will be completed;
- collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
- set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
- complete an analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school.

6. Uses an electronic query system to provide principals with quarterly data needed to make data driven decisions at the school-level (see Web site: http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml). High schools not meeting the Federal Graduation Indicator (FGI) rate may use the Virginia Early Warning System (VEWS) in lieu of the Virginia Dashboard (Datacation).

(http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml)

Data points should include, at minimum:

- Student attendance by student
- Teacher attendance
- Benchmark results
- Reading and mathematics grades
- Student discipline
- Phonological Awareness Literacy Screening (PALS) data (Fall and Spring)
- World-Class Instructional Design and Assessment (WIDA) data for English Language Learners (ELLs)
- Student transfer data
- Student intervention participation by intervention type; and
- Other indicators, if needed.

7. Uses an adaptive reading assessment program approved by Virginia Department of Education to determine student growth at least quarterly for any student who has failed the SOL reading assessment in the previous year, a student with a disability, or an English language learner.

8. Uses the *Algebra Readiness Diagnostic Test* (ARDT) for all schools with grade 5 or higher for all students who have failed the SOL mathematics assessment in the previous year, a student with a disability, or an English language learner (fall, mid-year, and spring at minimum).

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

- 10. Continues implementation of a division-level team with representatives for the following: instruction, Title I, special education and ELL (if applicable). The division team will:
 - review each school's improvement plan;
 - ensure documentation of division support is evidenced in the school's plan;
 - meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report; and
 - assist in updating the school's plan to evidence the division's support of actions developed from analysis of data.
- 11. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs.
- 12. Collaborates with VDOE-assigned onsite contractor to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform.
- 13. Provides an annual structured report to a panel of VDOE staff and turnaround leaders detailing the current action plan, current leading and lagging indicators, and modifications to be made to ensure the reform is successful.
- 14. Reports to the state the school-level data required under the final requirements of this grant, including USED required teacher and principal evaluation data (SIG/TPEC Report).
- 15. Ensures the school principal is integrally involved in the application process.
- 16. Implements UPD Performance Management with fidelity. This applies only to selected school divisions where funding is provided by OSI.

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

| | | | |
|------------------------------|----------------------|------|----------------------|
| Principal's Signature: | <input type="text"/> | Date | <input type="text"/> |
| Principals's Typed Name: | <input type="text"/> | | |
| Superintendent's Signature: | <input type="text"/> | Date | <input type="text"/> |
| Superintendent's Typed Name: | <input type="text"/> | | |

Tab 25: Assurances for Districts with School Turnaround Offices Funded with 1003 (a) and/or 1003 (g) Funds

Assurances: The local educational agency (LEA) assures that 1003(a) and 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under Virginia's *ESEA Flexibility Waiver* and unwaived requirements under *No Child Left Behind Act of 2001* (NCLB). This includes the following assurances:

The school division must assure that it:

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

2. Uses its funds to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements, to include all requirements of the USED turnaround principles:

- providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround initiative effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
- ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround initiative effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
- redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
- strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
- using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data;
- establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
- providing ongoing mechanisms for family and community engagement.

3. Follows state and local procurement policies.

- If selecting a LTP from the state's Low Achieving Schools Contract Award, the division adheres to the requirements and scope of the LTP's state-approved Low Achieving Schools Contract of Award.

http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml.

- If selecting a LTP that is not on the state's Low Achieving Schools Contract of Award, the division's procurement policies and procedures are followed.

Tab 25: Assurances for Districts with School Turnaround Offices Funded with 1003 (a) and/or 1003 (g) Funds

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

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

- establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
- document and describe each action to be implemented, who is responsible and date by which action will be completed;
- collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
- set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
- complete an analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school.

6. Uses an electronic query system to provide principals with quarterly data needed to make data driven decisions at the school-level (see Web site: http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml). High schools not meeting the Federal Graduation Indicator (FGI) rate may use the Virginia Early Warning System (VEWS) in lieu of the Virginia Dashboard (Datacation).

(http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml)

Data points should include, at minimum:

- Student attendance by student
 - Teacher attendance
 - Benchmark results
 - Reading and mathematics grades
 - Student discipline
 - Phonological Awareness Literacy Screening (PALS) data (Fall and Spring)
 - World-Class Instructional Design and Assessment (WIDA) data for English Language Learners (ELLs)
 - Student transfer data
 - Student intervention participation by intervention type; and
 - Other indicators, if needed
- Datacation is required for each Priority school in districts with a grant funded Turnaround Office.**

Tab 25: Assurances for Districts with School Turnaround Offices Funded with 1003 (a) and/or 1003 (g) Funds

| |
|---|
| 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 <i>Algebra Readiness Diagnostic Test</i> (ARDT) for all schools with grade 5 or higher for all students who have failed the SOL mathematics assessment in the previous year, a student with a disability, or an English language learner (fall, mid-year, and spring at |
| 9. Ensures principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative from the Office of School Turnaround . |
| 10. Continues implementation of a division-level team with representatives for the following: Office of School Turnaround, instruction, Title I, special education and ELL (if applicable). The division team will: <ul style="list-style-type: none">• review each school's improvement plan;• ensure documentation of division support is evidenced in the school's plan;• meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report; 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. Additional Assurances specific to Districts with School Turnaround Offices:

-Participates in the UPD performance management project during the 2014-15 school year. This requires selecting two schools and dedicated district representation. During the 2015-16 school year, the UPD performance management process will be implemented with all other Priority schools in the district.

-Ensures an annual parent meeting for each Priority school to discuss Priority status and progress to date.

-Reports quarterly to the local school board on each Priority school's progress as documented in the Priority School Quarterly Data Analysis Report.

-Sets annual measurable goals for the Office of School Turnaround. Goals should be submitted to the Office of School Improvement by August 30 each year.

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

27-Oct-14

Principal's Typed Name:

Lynette Nelms

Superintendent's Signature:

Date

27-Oct-14

Superintendent's Typed Name:

Dr. Linda Shifflette

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 |