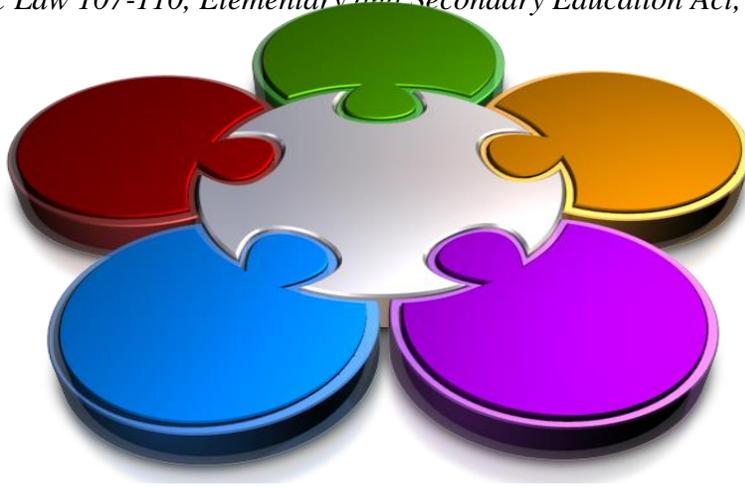


Virginia Department of Education
Office of School Improvement
LEA Application for SIG Funds

**Local Education Agency (LEA) Application
for
School Improvement Grant
1003(a) or 1003(g) Funds**

Under Public Law 107-110, Elementary and Secondary Education Act, As Amended



School Year 2015-2016

**Virginia Department of Education
Office of Program Administration and Accountability and
Office of School Improvement
P. O. Box 2120
Richmond, Virginia 23218-2120**



TABLE OF CONTENTS

Submission Requirements	p. 3
.....	
Application Materials	
Cover Page	p. 4
.....	
Section 1: Reflection & Planning	p. 5
Section 2: Required Elements, Part 1	p. 7
Required Elements, Part 2	p. 10
Section 3: Explanation of Lack of Capacity to Implement	p. 12
Section 4: Budget	p. 14
Section 5: Assurances & Certifications	p. 15
Resource Information	p. 19

SUBMISSION REQUIREMENTS

1. Submission Deadlines

- Submit Continuation Applications (Cohorts I-V) by **July 13, 2015**
- Submit Cohort VI Applications by **October 16, 2015**

2. Submission Process

Save one complete application per Priority School. In order for an application to be considered complete, each school's application submission must include the following:

- 1)** Application Details/Program Narrative (Word) saved with the following naming convention:
DivisionName_SY1516 SIG Application_SchoolName.docx
- 2)** Budget Workbook (Excel) saved with the following naming convention:
Division Name_AttachmentA (Date of Submission).xls
- 3)** A PDF version of the signed assurances must be included with the electronic submission of the application file with the following naming convention:
DivisionName_SY1516 SIG Assurances_SchoolName

Submit the application via email to the appropriate OSI point of contact for the division listed below.

- Kristi Bond, ESEA Lead Coordinator at kristi.bond@doe.virginia.gov
- Natalie Halloran, ESEA Lead Coordinator at natalie.halloran@doe.virginia.gov

- 3.** In order for this application to be considered complete, the LEA must provide a copy of the approved LTP Scope of Work (SOW)/statement of services aligned to the specifications of VDOE Low Achieving Contract Award for review by VDOE procurement and OSI.
For external providers not listed on the VDOE Low Achieving Contract Award, the LEA must provide to the VDOE copies of the request for proposals (RFP), application guidelines for external providers, and criteria used to evaluate applications.

COVER PAGE

LEA Contact for Priority Schools

Division: Alexandria City Public Schools

Contact Name: Natalie Mitchell

Phone: 703-619-8280

Address: 1340 Braddock Place, 4th Floor
Alexandria, VA 22314

Email: natalie.mitchell@acps.k12.va.us

Priority School Information

School Name: Jefferson-Houston School

Cohort : III

Principal Name: Christopher Phillips

Phone: 703-706-4400
christopher.phillips@acps.k12.va.us

Address: 1501 Cameron St.
Alexandria, VA 22314

Email: s

NCES #: 510012000044

NCES Link: <http://nces.ed.gov/ccd/schoolsearch/>

School Reform Model Selected for the School

Turnaround Transformation *Restart Closure

N/A State Determined Model *Evidence-based Whole School Reform Model *Early Learning Model

*Selection of one of these models requires additional information in the application details below.

SECTION 1: REFLECTION & PLANNING

For each Priority school that the LEA commits to serve, the LEA must demonstrate that it has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified.

Respond to each prompt below reflecting on the past year's improvement efforts and to plan for next year. Include indicators from the *Transformation Toolkit* that reflect associated action steps and responsibilities evidenced in the school's improvement plan for 2015-2016 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.

I. Future Goals

(1) Provide 3-5 school goals for the coming school year. Goals should be both specific and measurable.

1. By the end of SY2015-16, the AMO for reading proficiency for the ALL Students category will increase from 57% to 65%.
2. By the end of SY2015-16, the AMO for math proficiency for the ALL Students category will increase from 58% to 68%.
3. By the end of SY2015-16, chronic student absenteeism will decrease from 17% to 10%.

II. School Climate

- (1) How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year?
- (2) What were the most successful strategies used to change the school climate?
- (3) Describe any unsuccessful attempts or strategies used to change the school climate.
- (4) Describe anticipated barriers to further improving the school climate.

1. The school climate has become increasingly positive in the area of student behavior. Student suspensions reduced to 38 suspensions in SY2015-16 from 61 suspensions the previous school year. Climate has also improved due to staff attrition and the retention of teachers with stronger classroom management skills.
2. PBIS has been successful in supporting teachers with classroom incentives and reinforcing schoolwide expectations for desired behaviors. In addition, we promote character traits through the International Baccalaureate learner profiles and attitudes. We have also increased communication with parents through the PTA, letters home and parent involvement events.
3. Due to time constraints, we were unable to hold comprehensive professional development for

new teachers on PBIS early in the school year, and this will change for the upcoming school year. This way, new teachers will have more of an understanding on tiered strategies and supports for behavior and schoolwide behavioral systems prior to incidents occurring.

4. We anticipate that the greatest challenge will be ensuring that new staff members have a thorough orientation to the school and are paired with a colleague who can be a mentor and resource.

III. Process Steps/Atmosphere of Change

- (1) How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders?
- (2) How are decisions communicated with all staff and/or stakeholders?
- (3) How are responsibilities divided amongst the team members? Provide a description of the team members (division-level and school-based) roles in monitoring goals and progress towards leading indicators.
- (4) How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?

1. The School Leadership Team (SLT) includes teacher membership from every grade level and content area. In addition, the school gains input from parent surveys and informal glow and grow feedback from staff.
2. Decisions are communicated through SLT meetings, the Governance meeting, community meetings to discuss student progress, faculty meetings and parent letters.
3. Responsibilities are divided based on area of expertise. Our School Governance Team consists of the principal and assistant principal along with the Superintendent, Chief Academic Officer, Director of Elementary Instruction, Director of Title I and Accountability Programs, Executive Director of Curriculum Design and Services, Executive Director of Special Education Services, Director of Professional Learning, other central office staff and the LTP project director. This body reviews the school's progress towards leading, lagging and other indicators, and discusses ways the division can provide support to the school through resources and professional development. Our SLT consists of grade level teacher leaders and department heads. Both meetings are also attended by the OSI consultant. The SLT supports the school's work by ensuring that grade level teacher leaders have input in the school improvement process and can share and explain instructional priorities with colleagues. It also is a forum where grade levels can report to the school administrators on grade-specific concerns or questions. In addition, members of the Student Support Team, including the psychologist, school counselor, social worker and an administrator, monitor student behavior and academic referrals, attendance and truancy.

4. We monitor practices regularly by looking at current data at grade level data meetings, SLT meetings, SST meetings and Governance meetings. All members review data and have opportunities to discuss next steps and ask questions regarding the school's implementation of school improvement work. Through the assistance of UPD the school has been able to develop stronger instructional strategies based on data. UPD has been an integral part of staff development and the use of data. Strategies that have not resulted in improvement are revised or changed, and after new steps are implemented, data is reviewed to determine effectiveness.

IV. Instruction

- (1) How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)
- (2) How do teachers differentiate learning for students in whole group instruction?
- (3) How are formative assessments used in your school?
- (4) How does student achievement goal setting (Standard 7 of Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers) impact classroom instruction?

1. Students are identified as needing additional support in reading and math based on assessments. The school uses the Scholastic Reading Inventory, PALS and the DRA2 for progress monitoring in reading, in addition to the ARDT and other division and school-based assessments for math. (Formerly, the Scholastic Math Inventory was used as well, but it has been suspended temporarily.) This data is also compared with standards-based common assessments to determine student tiers and aligned interventions.
2. Through the assistance of UPD, the school was able to analyze student tier data along different data points and make connections to student growth.
3. Teachers differentiate learning for students during whole group instruction through a variety of methods, including scaffolded notes, vocabulary support, manipulatives, visuals, choice in assignments and opportunities to participate in student discourse during the whole group lesson. In addition, students in tiers 2 and 3 receive increased time in interventions and small group or individual support.
4. Formative assessments are used to measure student proficiency in the content area. They are also used to identify specific strands where students are strong and where they may need additional support to master the concepts. Comparative analysis is made between classrooms to identify teachers who have instructional strategies that are the most effective by strand and by subgroups (LEP, students with disabilities, etc.). This information is then used to strengthen instruction for all teachers.
5. During the first quarter of the school year, teachers establish annual goals as part of the

professional learning plan process. The goals must address student achievement along with a plan of professional learning to support the goal. Classroom instruction is then aligned to the Virginia Standards of Learning and ACPS curriculum in order to meet student achievement goals.

V. External Support

- (1) Describe how the involvement of community-based organizations is aligned to the school's improvement plan.
- (2) Which external partners (LTP), 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.
- (3) Describe (a) the ways parents and the community have been involved in the design and implementation of the interventions (LTP); (b) the input provided by parents and community members (needs identified by the stakeholders), and (c) how they will be informed of on-going progress?

1. Community-based organizations meet with school administrators, teachers and staff to support overall school achievement and to offer resources that supplement teaching and learning through enrichment. Examples include involvement from the Alexandria Redevelopment and Housing Authority (parent involvement), Book Buddies (reading tutoring), Dominion Day Treatment (Tier 3 behavioral support), the Campagna Center (tutoring and mentoring), SOHO (mentoring), and George Mason University (professional development). Services from these organizations include tutoring, professional development, counseling and extracurricular activities for our students. The local high school also provides enrichment and outreach through athletics, the arts and the AVID program.
2. American Institutes for Research (AIR) will continue to be the external lead partner for the school's transformation model. AIR will provide support via professional development and content coaching in the areas of reading and mathematics. 56 days of support in both reading and math (each) will be provided, in addition to 18 days of support specifically for ELL and SpEd teachers (each) in the content areas of math and reading. Services will include support of the Balanced Literacy model, curriculum alignment, rigorous instruction and higher level questioning via modelling, co-teaching, demo lessons and professional learning. In addition, AIR will work with school leadership to implement and support Virginia turnaround principles.
3. The school will continue to utilize the services of UPD once a month to establish goals and key levers, to work with instructional teams and to analyze student growth data in relation to established metrics.

4. Parents are informed and involved in the key interventions in multiple ways. Over the transformation process, multiple public meetings have been held (board and community) to inform the community of the design and progress of the initiatives undertaken by the division, including progress of the LTP's work at J-H. Each of these forums allows community members to share any input they may have on this process. In particular, the extended day program, a key feature of the transformation process, has involved extensive input from parents. A committee involving staff, parent and student membership was established in the 2014-15 school year to revise the program. The revisions were shared at PTA meetings, staff meetings and in newsletters. Due to the amount of transition (new principal, building etc) in 2014-15, a series of J-H community meetings was held to both inform parents and elicit their input in the transformation process. If needed, these quarterly meetings will continue moving forward. Ongoing communication will continue through SLT meetings with invited parent membership, quarterly newsletters focused on school improvement updates and public board updates.

VI. 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?
- (2) What is the school's process for implementing the division's teacher evaluation system?
- (3) Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.
- (4) Describe how you identify teachers who need support and provide opportunities to improve professional practice.
- (5) How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?
- (6) How do you define the relationship between the Lead Turnaround Partner, state approved personnel, division point of contact, and the principal? How can it be improved? (Applies to continuation applications only.)

1. Teachers are assigned positions based on strengths, student performance data, and compatibility with the grade level teams and content area teachers. We have carefully looked at student performance data at the strand and subgroup levels to ensure that the most skilled teachers can provide adequate challenge and support for students.
2. Teachers receive an annual overview of the evaluation system along with resources and forms that can be accessed online. The professional standards and school expectations will also be shared with teachers at the beginning of the school year. Evaluations occur at a minimum three times per year for continuing contract teachers and six times per year for probationary teachers. Administrators provide feedback both in person and in writing.

3. We identify and reward school staff members who have increased student achievement both formally through the Teacher of the Year award based on teacher performance and observations, and informally through staff kudos and recognition at faculty meetings.
4. We identify teachers needing support through observations and student performance data. We provide support through observation feedback, coaching, professional development, and as needed, performance plans.
5. The principal is evaluated by the Director of Elementary Instruction annually. He also receives informal monthly feedback from the Director of Elementary Instruction, the Chief Academic Officer and Superintendent through conversations and emails.
6. The relationship between the Lead Turnaround Partner, state approved personnel, division point of contact, and the principal is a balanced, professional working relationship that provides an integrated network of support to identified teachers and teams, the administration and the school in general. All parties are present for monthly governance meetings where school progress is discussed in addition to ways that each party can offer additional support. The work of the team is aligned to ensure that student achievement is the top priority. The school would like to see this aligned and integrated work continue.

VII. Decision-Making & Autonomy

- (1) What is the decision-making process for school improvement efforts, overall strategic vision, and/or anything that impacts the improvement plan?
- (2) What policies or practices exist as barriers that may impede the school's success? Please note where the policies originate (i.e. state code or division policies/practices). What is the process to remove the barriers? List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)

1. School improvement decisions are made in meetings at various levels, including governance meetings, the school leadership team meetings, and grade level meetings. Due to the collaboration at the school and division level, communication is ongoing and limits barriers in acquiring support once decisions are made for the school.
2. None at this time

VIII. Phase-Out Planning

- (1) What services should be maintained after these federal funds and supports end?
- (2) 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?
- (3) What supports from the state would be the most helpful?

1. Instructional coaches, the school improvement coach and after school extended learning funding should be maintained.
2. The school and division will prepare for the phase out of funds, supports and services by developing a process for essential supports to stay in the school. This will be discussed in governance meetings as needed. As it stands, the majority of these supports are already provided by operating and Title I funding. SIG funding supports the LTP solely.
3. The continued relationship with the VDOE-Office of School Improvement contractor will help the efforts of school personnel to maintain the results of the transformation process.

SECTION 2: REQUIRED ELEMENTS, PART 1

The LEA is required to provide the following information for each school the LEA has identified to serve:

Note: Data for questions 1 and 2 below may be preliminary at the time of application.

- (1) Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools.

n/a

- (2) Student achievement data for the past three years (current school year and previous two school years) 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)

READING	2012-13	2013-14	2014-15
ALL	41	45	57
Gap Group 1	32	43	52
Gap Group 2	38	38	56
Gap Group 3	26	50	47
Econ. Disadvantaged	32	41	51
ELL	25	43	49

SWD	32	43	35
White	75	TS	TS
Asian	TS	TS	TS

MATH	2012-13	2013-14	2014-15
ALL	50	40	58
Gap Group 1	43	37	51
Gap Group 2	47	33	53
Gap Group 3	45	48	61
Econ. Disadvantaged	44	36	49
ELL	38	39	57
SWD	36	32	38
White	83	TS	TS
Asian	TS	TS	TS

(3) Total number of minutes in the 2014-2015 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 2015-2016. **This information will be shared with USED.*

Instructional minutes*:
 Elementary (K-5) instructional minutes: 56,640 (daily) + 5,400 (After-school)- 62, 040
 Before school -0
 Daily 320 minutes
 After-school- 180/week- 5,400

Middle School (6-8) instructional minutes: 60,180 (daily) + 5,400 (After-school)- 65, 580
 Before school -0
 Daily 340 minutes
 After-School -180/week- 5,400

(Excludes lunch, elementary recess, 9 unscheduled weather delays, and 3 cancellations that were not made up)

The school will increase the learning time approximately 5,400 minutes (as it did in SY14-15) to address specific student achievement needs based on ongoing assessment data.

(4) Demographics of the student population by the following categories:

Total Enrollment:	439
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Male:	241
Female:	198
Asian:	6
Black:	294
Hispanic:	83
White:	49
Students with Disabilities:	94
English Language Learners:	70
Economically Disadvantaged:	328
Migrant:	0
Homeless:	16

(5) Analysis of student achievement data with identified areas that need improvement based on previous three school years. Include preliminary data for 2015-16 if this is a continuation application. Identified areas needing improvement should align with goal setting and action steps throughout the application.

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).

While we have made progress in student achievement this year, continued work in reading and math instruction and intervention is necessary to increase proficiency for all students. Annual reading scores increased for the ALL student group (40, 45, 57). More specifically, we must provide support to increase the reading performance of Gap Group 3 (26, 50, 47). Also, while the reading scores of ELL students have increased (25, 43, 49), the preliminary numbers show that this group will still need support to meet annual measurable objectives over time. Preliminary results reveal that just over a third of students with disabilities show proficiency in reading (21, 32, 35). Continued support for students with disabilities will be necessary.

There was an increase in the ALL student group for Math (50, 40, 57). There was an increase in Gap Group 3 (45, 47, 60) for math while we need to adjust support for our students with disabilities in

math (36, 32, 38).

(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. Description should provide insight into the capacity and functionality of the facility to serve students.

1. 2014 (opened immediately prior to school opening in Sept.)
2. 39 classrooms
3. The 2nd floor library media center overlooks the community and houses books for elementary and secondary readers in separate sections. There is a circulation desk as a central point of the library with smaller side rooms for small group instruction and quiet reading.
4. The school has 5 extended learning areas where students eat breakfast and lunch as well as receive small group instruction during non-meal times. The school's main kitchen is on the first floor with food lines on each floor to serve students.
5. The school has a gymnasium with a regulation sized basketball court along with a multipurpose room. Outside, the school has a regulation sized soccer field and two playgrounds with soft surfaces for children.

(7) Information about the types of technology available to students and instructional staff.

The school has 142 laptop computers and 80 iPads for use in the classroom via carts that teachers can check out for instruction. Each core classroom has a SMARTboard for use, and the school uses wireless service to connect to the Internet. All teachers in the division receive laptops for professional use. In addition, the division subscribes to various online instructional resources that teachers can use as supplemental resources in the classroom.

(8) **A.** Use the charts below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years of experience by grade or subject for the 2015-2016 school year. This should be an unduplicated count for each set.

SET 1:

Category	Number of Teachers	Percentage of All Teachers
Highly Qualified Teachers:	52	100%
Teachers Not	0	0%

Highly Qualified:		
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SET 2:

Category	Number of Teachers	Percentage of All Teachers
Teachers with Less Than 3 Years in Grade/Subject:	K-0 1-0 2-0 3-0 4-0 5-0 SPED-1 MS LA-0 MS Math-0 MS Science-1 MS History-0 ELL-0 Reading-0 Encore-0	4%
Number of Teachers with a Provisional License:	0	0%

(8) B. LIST below 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)).

Grade 6 Science (1) MD Teacher (1)

(9) A. Indicate the *number* of instructional staff members employed at the school for the given number of years. Insert more rows as necessary.



0	18	7	2	14	1
1	12	8	0	15	0
2	6	9	2	16	0
3	8	10	0	17	1
4	2	11	0	18	0
5	0	12	0	19	0
6	0	13	0	20	0

(9) B. Indicate the total number of teaching days teachers worked divided by the number of *teaching* days for school year 2014-2015.

Total # of Teaching Days	Total # of Days Worked	Teacher Attendance Rate
193x42=8,106	7,573	93%

*excludes long-term substitutes

SECTION 2: 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:

- (1) Describe the process the division will use to recruit, screen, and select external providers to ensure their quality. Provide a description of the activities undertaken to (a) analyze the LEA’s operational needs; (b) research external providers including their use of evidence-based strategies, alignment of their approach to meeting the division/school needs, and their capacity to serve the school; and (c) to engage parents and community members to assist in the selection of external partners.

*An LEA proposing to use SIG funds to implement the **Restart model** in the school must demonstrated that it will conduct a rigorous review process, as described in the final requirements, of the charter school operator, charter management organization (CMO), or education management organization (EMO) that it has selected to operate or manage the school or schools.

In 2012, the division performed a comprehensive needs assessment, reviewing quantitative data from

both the division's Education Plan as well as from Jefferson-Houston's School Education Plan and qualitative data from informal and formal meetings with parents, community members and school staff to determine the operational needs of both the division and the school in undertaking the turnaround process. Based on the results of this assessment, in conjunction with the division and school's context at the time, it was not felt that Jefferson-Houston's needs would be best met by any of the partners on the state's list of approved LTP providers. As such, the division made a decision to call for proposals in an effort to identify a partner that would meet the school's unique needs. A request for proposals (RFP) was released to identify external lead partners with success in meeting the needs of school communities similar to Jefferson-Houston. The RFP provided extensive contextual background information about the school and division and enumerated 25 specific elements to be found in a winning proposal. Research-proven intervention strategies with a demonstrated record of success was amongst these non-negotiable elements. Interested providers participated in informational sessions prior to submitting their proposals. Proposals were critically reviewed and rubric-scored by members of both the Governance Team (including the Superintendent and other Central Office personnel) and School Leadership Team to identify a suitable provider. The selected provider's proposed services were publically reviewed in a school board meeting, offering an additional opportunity for community input, prior to final selection of the LTP.

- (2) Provide an explanation of the division's capacity to serve its Priority schools including a description of the LEA plans to (a) adequately research, design and resource the interventions; (b) engage stakeholders, with significant emphasis on parental engagement, for input into the selection of a reform model and the design of interventions with consideration of the needs identified by the community, and to keep stakeholders informed on progress towards attaining school goals; and (c) monitor the implementation of the intervention towards attaining the established goals (leading and lagging indicators) and to provide technical assistance to the school as needed.

An LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program or REAP) may propose to modify one element of the turnaround or transformation model, and, if so doing, must described how it will meet the intent and purpose of that element. **Only LEAs eligible for REAP and proposing to modify one element of the turnaround or transformation model should respond to this flexibility component.**

As described above, in 2012, the division underwent a deep comprehensive needs assessment process to develop an RFP that would lead to the selection of an LTP that would provide research-proven interventions to meet the unique needs at Jefferson-Houston. Ultimately, the selected partner was a research organization that had/has access to significant research in schools and with school populations facing similar challenges to those at Jefferson-Houston. Once the RFP was awarded, the contracting process included much intense data analysis to determine which supports and

interventions would be put in place to meet the school's unique needs. This process included vital input from parents and community members. Each year, the division reviews the annual data to determine which approaches made by the LTP in conjunction with those employed by the division, are most effective at positively impacting student performance and teacher practice. Throughout the school's journey as a Priority School, parents and community stakeholders have been involved and consulted in myriad ways. Over the transformation process, multiple public meetings have been held (board and community) to inform the community of the design and progress of the interventions and initiatives undertaken by the division, including progress of the LTP's work at J-H. Each of these forums allows community members to share any input they may have on this process. In particular, the extended day program, a key feature of the transformation process, has involved extensive input from parents. A committee involving staff, parent and student membership was established in the 2014-15 school year to revise the program. The revisions were shared at PTA meetings, staff meetings and in newsletters. Due to the amount of transition (new principal, building etc) in 2014-15, a series of J-H community meetings was held to both inform parents and elicit their input in the transformation process. If needed, these quarterly meetings will continue moving forward. Ongoing communication will continue through SLT meetings with invited parent membership, quarterly newsletters focused on school improvement updates and public board updates.

The school division maintains the capacity to serve the school in SY15-16 as it has in prior years. An ongoing commitment of time (on behalf of central office personnel in the form of coaching, strategic planning and program/process monitoring amongst other things) and resources (in the form of personnel, programming and funding) has been made to ensure the school meets its goals. While the school is designated as a Priority school, it remains the division's top priority for performance enhancement and resources are directed accordingly. Performance and implementation will continue to be monitored in both SLT and Governance meetings (and during any board updates). Adjustments are made constantly to services based on teacher feedback, student performance, observation data, lesson plan feedback and other qualitative and quantitative data sources.

- (3) Describe the process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively. Provide a timeline for implementation of the *required components* of the selected reform model, including the Lead Turnaround Partner. Delineate the responsibilities and expectations to be carried out by the external partner and the LEA. Provide a description of the process the LEA will use to monitor, regularly review, and hold accountable any external partners.

*An LEA selecting the *Restart* model must indicate how it will hold accountable the charter school operator, CMO, EMO or other external provider for meeting the model requirements.

The division continues to utilize the American Institutes for Research as its external lead partner for the transformation model. The scope of work with AIR is examined annually in conjunction with school data to determine the services to be provided for the following school year. This process seeks to identify strategies and structures offering the most performance improvement and retain these while discarding those approaches that may not be as productive. The project coordinator works with school leadership and AIR coaches to determine supports based on key turnaround principles (strong leadership, data usage, effective instruction, family/community engagement, etc.) While all of the turnaround principles have been implemented, the school staff is working to refine these areas. Both the LTP and the LEA see themselves as accountable for this refined implementation of the turnaround principals and work together to ensure monitoring and adjustment of the principals via venues such as the monthly Governance meetings. Indistar captures this work and the school's working processes in this area.

The division commits to ensuring a collaborative approach from its staff as well as to eliminating any barriers the school may face as it works towards progress. The division's Title I and State Accreditation Director ensures smooth coordination between all parties working together to improve instruction in the building. This alignment process is conducted through additional meetings (outside of Governance) between the LTP, division-based Instructional Coaches and content specialists and the school-based coaches and leadership. The Director also maintains a weekly progress update phone call/in-person meeting with the LTP Project Manager to ensure ongoing coordination of services, review/adjust schedules for services, develop/refine service approaches and to review progress towards goals. The Director also maintains regular (weekly at minimum) meetings/'check-ins' with the building principal to review service delivery and any concerns. Finally, all products and reports regarding service (as well as observation of service delivery in the building) are reviewed by both school and division personnel. In the event that a concern (regarding service delivery) is noted during any of the multiple venues for monitoring and review, it is addressed directly with the project manager so that a solution may be developed. For matters of significant concern, additional meetings are scheduled with appropriate LTP/division/school personnel as needed to develop an immediate remedy.

- (4) *For an LEA proposing to use SIG funds to implement, in partnership with a whole school reform model developer, an ***Evidence-based Whole-school Reform*** model for the school, provide a description of (a) the evidence supporting the model including a sample population or setting similar to that of the school to be served; and (b) the partnership with a whole school reform

model developer which meets the definition of “whole school reform model developer” in the SIG requirements.

Only LEAs proposing to use SIG funds to implement an *Evidence-based Whole-school Reform* model should respond to this prompt.

n/a

SECTION 3: EXPLANATION OF LACK OF CAPACITY TO IMPLEMENT

➤ **If the LEA lacks the capacity to serve all of its Priority schools (Tier 1), provide the information requested below.**

Note: If you completed Section 3, Part II (above), *do not* complete this section.

1. Describe the steps the LEA has taken to secure the continued support of the local school board for the reform model chosen.	Section is n/a
2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.	
3. Describe the process of the LEA for consideration of the use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff).	
4. Describe the steps the LEA has 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.	

SECTION 4: BUDGET NARRATIVE, BUDGET DETAIL & BUDGET SUMMARY

LEA Budget Application - Attachment A (Excel)

The LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve. **Utilize the attached budget file** to develop a budget for each Priority school the LEA commits to serve, detailing the line item expenditures designed to support the implementation of the reform model selected for Year 1, October 1, 2015 through September 30, 2016.

The detailed budget summary the LEA submits as part of the grant application will provide evidence of how other funding sources such as Title I, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; and state and/or local resources will be used to support school improvement activities.

Detailed instructions for developing the LEA and each Priority school budget are included in Attachment A.

SECTION 5: ASSURANCES & CERTIFICATIONS

The local educational agency (LEA) assures that School Improvement Grant 1003(a) and/or 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 LEA assures it will –

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements.
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
- (3) Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- (4) Ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (5) Maintain appropriate levels of funding for the schools it commits to serve to ensure the school(s) receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (6) Use 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:
 1. Providing strong leadership by: (a) reviewing the performance of the current principal; (b) 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 (c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
 2. Ensuring that teachers are effective and able to improve instruction by: (a) 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; (b) preventing ineffective teachers from transferring to these schools; and (c) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
 3. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;

4. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
5. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data;
6. 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
7. Providing ongoing mechanisms for family and community engagement.

- (7) Follow state and local procurement policies.
 - (a) 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
 - (b) 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.

- (8) Follow 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*.

- (9) Use state determined comprehensive planning tool to:
 - a. Establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
 - b. Document and describe each action to be implemented, who is responsible and date by which action will be completed;
 - c. Collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
 - d. Set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
 - e. 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.

- (10) Use an electronic query system to provide principals with quarterly data needed to make data driven decisions at the school-level. See 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*). See: 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.
- (11) Use 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.
 - (12) Uses the *Algebra Readiness Diagnostic Test (ARDT)* for all schools with grade 6 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).
 - (13) Ensure the principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative.
 - (14) Continue implementation of a division-level team with representatives for Instruction, Title I, Special Education, and English Language Learners (if applicable). The division team will: (a) review each school's improvement plan; (b) ensure documentation of division support is evidenced in the school's plan; (c) meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report; and (d) assist in updating the school's plan to evidence the division's support of actions developed from analysis of data.
 - (15) Attend OSI technical assistance sessions provided for school principals, division staff, and LTPs.
 - (16) Collaborate with state approved personnel to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform.
 - (17) Provide an annual structured report to a panel of VDOE staff detailing the current action plan, current leading and lagging indicators and modifications to be made to ensure the reform is successful.
 - (18) Report 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).
 - (19) Ensure the school principal is integrally involved in the application process.
 - (20) Additional Assurances specific to Districts with School Turnaround Offices:
 - i. Report quarterly to the local school board on each Priority school's progress as documented in the Priority School Quarterly Data Analysis Report.
 - ii. Set annual measurable goals for the Office of School Turnaround. Goals should be submitted to the Office of School Improvement by August 30 each year.

Assurance: The local educational agency (LEA) assures that School Improvement Grant 1003(a) and/or 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).

Certification: *I hereby certify that, to the best of my knowledge, the information contained in the application and in the state determined comprehensive planning tool is correct. I agree to adhere to the requirements of the USED Flexibility Waiver.*

School Division (LEA): Alexandria City Public Schools

Priority School: Jefferson-Houston PK-8 School

Principal’s Typed Name: Dr. Christopher Phillips

Principal’s Signature: _____ **Date:** _____

Superintendent’s Typed Name: Dr. Alvin Crawley

Superintendent’s Signature: _____ **Date:** _____

*The Superintendent must keep a signed copy of this document at the division level for audit purposes.

Resources

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
Indirect Rate Memo 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/
Virginia Early Warning System (VEWS)	http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml
Beverly Rabil, Director (804) 786-1062	beverly.rabil@doe.virginia.gov
Kristi Bond, ESEA Lead Coordinator (804) 371-2681	kristi.bond@doe.virginia.gov
Natalie Halloran, ESEA Lead Coordinator (804) 786-1062	natalie.halloran@doe.virginia.gov

Virginia Department of Education
Office of School Improvement
LEA Application for School Improvement Grant Funds

BUDGET SUMMARY FOR: Jefferson-Houston PK-8 School
(School Name)

Object Code	Expenditure Accounts	School Year 2015-2016	School Year 2016-2017	School Year 2017-2018	Three-Year Grant Subtotal
1000	Personal Services	\$ -	\$ -	\$ -	\$ -
2000	Employee Benefits	\$ -	\$ -	\$ -	\$ -
3000	Purchased Services	\$ 374,106.00	\$ -	\$ -	\$ 374,106.00
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ 5,405.01	\$ -	\$ -	\$ 5,405.01
6000	Supplies & Materials	\$ -	\$ -	\$ -	\$ -
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 379,511.01	\$ -	\$ -	\$ 379,511.01

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Jefferson-Houston PK-8 School

(School Name)

Budget Detail: Personal Services (1000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Compensation		\$ -	\$ -	\$ -	\$ -
Personal Services supported from other funding sources:	<i>Ex. K-5 Reading Specialist @ \$65K/yr (Title I)</i> Insert response here: K-8 Reading Specialist @ \$76,979 (Title I) K-8 Reading Specialist @ \$73,662 (Operating)				

Budget Detail: Employee Benefits (2000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Employee Benefits		\$ -	\$ -	\$ -	\$ -
Employee Benefits supported from other funding sources:	Insert response here: Teacher and Extended Day benefits = \$70,501.29 (Title I) + \$44,273.14				

Budget Detail: Purchased Services (3000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
LTP Services	<p>classroom teachers and coaches in both reading and mathematics and 18 additional days (each) of onsite content coaching specifically to support ELL and SpEd teachers in reading and math. Multiple progress monitoring supports will also be provided.</p> <p>Services are provided at the 40hr/wk rate: \$835 x 445 students / 12mos x 9 mos = \$278,682</p>	\$ 278,676.00			\$ 278,676.00
SchoolStat Services	<p>UPD will provide performance management consulting services that will continue the work begun in 2014-15. This work centers around improving student achievement by refining teacher practice via the analysis of multiple longitudinal data points.</p> <p>Total service cost for one year: \$72,252 (priced per school year)</p>	\$ 72,252.00			\$ 72,252.00
OSI Contractor	<p>The OSI contractor provides essential supports to the principal, administrative team and to the division in helping to ensure turnaround principles are met, refined and maintained.</p>	\$ 23,178.00			\$ 23,178.00
					\$ -
					\$ -
Total Purchased Services		\$ 374,106.00	\$ -	\$ -	\$ 374,106.00
Purchased Services supported from other funding sources:	<p>Insert response here: Professional Learning in Balanced Literacy implementation = \$35,000 (Title I)</p>				

Budget Detail: Internal Services (4000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
Total Internal Services		\$ -	\$ -	\$ -	\$ -
<u>Internal Services</u> supported from other funding sources:	Insert response here:				

Budget Detail: Other Charges (5000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Indirect Costs	AIR = \$25,000 UPD = \$25,000 OSI Approved Personnel = \$23,178 Travel = \$2,310 \$73,178 x approved IDC rate = \$3,095.01	\$ 3,095.01			\$ 3,095.01
Travel Costs	7 visits at approx \$330 (incl. mileage, lodging and per diem)	\$ 2,310.00			\$ 2,310.00
					\$ -
					\$ -
					\$ -
Total Other Charges		\$ 5,405.01	\$ -	\$ -	\$ 5,405.01
Other Charges supported from other funding sources:	Insert response here:				

Budget Detail: Materials & Supplies (6000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Supplies		\$ -	\$ -	\$ -	\$ -
Materials/Supplies supported from other funding sources:	Insert response here: Software interventions (Study Island, Scholastic Reading Counts, LLI, IXL); iPad Cart, Extended Day instructional supplies: \$63,516 (Title I)				

Budget Detail: Capital Outlay (8000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Capital Outlay		\$ -	\$ -	\$ -	\$ -
Capital Outlay supported from other funding sources:	Insert response here:				