

Virginia Department of Education- Office of School Improvement-Priority School Application for 2013-2014 Continuation 1003(a)/1003(g) Funding - Under the ESEA Flexibility Waiver

Tabs in this Excel Workbook

Tab 1: School Information: Provides information about each Priority School in the Division.
Tab 2: Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 1.
Tab 3: Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 2.
Tab 4: Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 3.
Tab 5: Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 4.
Tab 6: Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 5.
Tab 7: Year 1 Budget: Must be completed for each school for Year 1's projected expenditures. Include a narrative for each budget code.
Tab 8: Year 2 Budget: Must be completed for each school for Year 2's projected expenditures. Include a narrative for each budget code.
Tab 9: Year 3 Budget: Must be completed for each school for Year 3's projected expenditures. Include a narrative for each budget code.
Tab 10: Year 1, Year 2 and Year 3 Combined Budget Summary and TOTAL Budget Summary: Summarizes the budget for Year 1, Year 2 and Year 3 - projects the total for all Priority Schools in the division (automatically calculated) for all years.
Tab 11: Budget Code Descriptions
Tab 12: Assurances

Submission Requirements

On January 3, 2014 , the superintendent's office must submit the application which includes this excel workbook in its entirety with all tabs completed. This should be sent via SSWS dropbox to each of the OSI staff below.
On January 31, 2014 , the superintendent's office must submit a FINAL application reflecting any requested modifications, if applicable. This should be sent via SSWS dropbox to each of the OSI staff below.
<u>Email addresses and phone numbers that should be used for the superintendent's correspondence and/or questions</u>
Kathleen Smith (kathleen.smith@doe.virginia.gov) (804) 786-5819; Janice Garland (janice.garland@doe.virginia.gov) (804) 371-6201; Beverly Rabil (beverly.rabil@doe.virginia.gov) 804 786-1062; Susan FitzPatrick (susan.fitzpatrick@doe.virginia.gov) (804) 225-2897; Selena McBride (selena.mcbride@doe.virginia.gov) (804) 371-4989
<u>Submit the application via the SSWS dropbox to the persons listed below. (The dropbox allows selection of multiple recipients.)</u>
<u>Save the file with this format for the name of the file for each submission: Division Name.Date of Submission.xls.</u>
Janice Garland, Beverly Rabil, Susan FitzPatrick, and Selena McBride

Allowable Pre-implementation Activities

Buckingham Primary

Per the timeline in Virginia’s USED 1003(g) application, 2013-2014 will serve as the pre-implementation year. Therefore, 2013-2014 through 2015-2016 will serve as the LEA’s 3-year SIG implementation period. Due to the revised timeline, pre-implementation components are required to accompany the LEA’s application for evaluation. These components are included in the attached rubric under Allowable Pre-implementation Activities.

By USED’s ruling on the flexibility waiver, for any priority school, regardless of SIG or 1003(a) funding, the principal could not have been in place prior to the 2012-2013 year. Any principal in place prior to 2012-2013 must be replaced effective for the 2014-2015 school year.

To complete the Allowable Pre-implementation Activities section follow the steps listed below:

1. Read all components to each required element CAREFULLY. Please note many of the components have multiple parts.
2. REVISED application components may provide all or part of the information for some of the components required in this section (cut and paste).

(1) The LEA’s proposed budget with respects to activities carried out during the pre-implementation period to help the LEA prepare for full implementation in the following year as allowable under Section 1003(g) of the ESEA.

1. The LEA will hold parent and community meetings to review school performance, discuss the new intervention model to be implemented, and develop school improvement plans in line with the model selected.	a. The LEA has described the process it will use to engage parent and community members in the review of school performance, discussion of selected intervention model, and development of school improvement plans.	Provide information needed to satisfy this requirement in the space below. We have chosen the Transformational Model of school improvement. The schools have sent letters to parents and newsletters about the process. The schools have had a meeting with the area pastors and a dad’s breakfast. We had a Title I meeting for students who did not meet the PALs benchmarks. The superintendent has a BLOG on the website to keep people informed.
	b. The LEA has included a timeline of activities designed to include parent and community members in the planning process to implement an intervention model.	Provide information needed to satisfy this requirement in the space below. Working on. See below.

<p>2. The LEA will either: 1) select a charter school operator, a CMO, or an EMO from the state-approved list; or 2) conduct the required review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly select any external provider that may be necessary to assist in planning for the implementation of an intervention model.</p>	<p>a. The LEA has either: 1) chosen a state-approved charter school operator, a CMO, or an EMO from the state approved list; or 2) described the process it will use to conduct the required review process to select a charter school operator, a CMO, or an EMO and contract with that entity, or properly select any external provider that may be necessary to assist in planning for the implementation of an intervention model.</p>	<p>Provide information needed to satisfy this requirement in the space below. We have chosen Cambridge as our external provider. First we attended a DOE webinar on contractors. We selected 5 contractors to interview. We did five on-site interviews and then selected Cambridge. We got board approval and got our contract signed. The contractor started working on 3-1-14.</p>
	<p>b. The LEA has provided copies of the request for proposals (RFP), application guidelines for external providers, and criteria used to evaluate applications.</p>	<p>Provide information needed to satisfy this requirement in the space below. We are using the state RFP.</p>
	<p>c. The LEA has provided a timeline for recruiting, screening, and selecting external providers.</p>	<p>Provide information needed to satisfy this requirement in the space below. We have selected the external provider. Fall 2013: Training from VDOE on roles and responsibilities (LTP, VDOE Contractor, division, school, principal) and contracting. November/December 2013: Review state contract awarded providers. December/January: Interview LTPs February 2014: LTP contract presented to School Board</p>
<p>3. The LEA will recruit and hire the incoming principal, leadership team, and/or instructional staff.</p>	<p>a. The LEA has described the process for recruiting and hiring of the principal and/or other staff.</p>	<p>Provide information needed to satisfy this requirement in the space below. NA - our principals are not being replaced. Presiding principals were newly hired in 2012-2013 when schools merged.</p>
	<p>b. The LEA has described the professional development it will provide to the newly hired principal and/or other staff to ensure successful implementation of the intervention model.</p>	<p>Provide information needed to satisfy this requirement in the space below. Working on. NA</p>

4. The LEA will provide remediation and enrichment to students in schools that will implement an intervention model, purchase appropriate instructional materials, or compensate staff for instructional planning.	a. The LEA has described the remediation and/or enrichment activities, listed the instructional materials to be purchased, and/or described the compensation plan of staff for instructional planning.	Provide information needed to satisfy this requirement in the space below. Remediation – groups are set up based on a tiered approach. We are using IReady as the universal screening tool to set up the groups. Tutors are receiving \$21.10 per hour. Instructional materials- leveled readers, math manipulatives, tablets/laptops and interactive boards will be purchased.
	b. The LEA has described how the remediation and/or enrichment activities, purchase of instructional materials, and/or compensation of staff for instructional planning will contribute to increased student achievement.	Provide information needed to satisfy this requirement in the space below. Working on. Leveled readers and math manipulatives will support students in mastery of content at grade level reading and manipulatives will address kinesthetic/visual modalities and increase comprehension of number sense, etc. Technology will support universal screening and planning for small group centers.
5. The LEA will provide professional development that will enable staff to effectively implement new or revised instructional programs that are aligned with the school’s comprehensive and instructional plan and intervention model.	a. The LEA has described the professional development it will require to enable staff to effectively implement new or revised instructional programs that are aligned with the school’s comprehensive and instructional plan and intervention model.	Provide information needed to satisfy this requirement in the space below. Cambridge is working on the needs assessment which will help us determine the strengths and weaknesses of the instructional programs, processes and staff.
	b. The LEA has provided a timeline for professional development.	Provide information needed to satisfy this requirement in the space below. Cambridge is working on the needs assessment which will help us to do this.
6. The LEA will develop and pilot a data system for use in schools implementing an intervention model; analyze data; or develop and adopt interim assessments for use	a. The LEA has described how it plans to develop and pilot a data system for use in the schools implementing an intervention model; analyze data; or develop and adopt interim assessment for use in those schools.	Provide information needed to satisfy this requirement in the space below. Dataation has been purchased. This data system will provide analysis on all required elements. The committee has been formed and we have had Dataation training.

<p>in those schools.</p>	<p>b. The LEA has provided a timeline for the development and piloting of the data system.</p>	<p>Provide information needed to satisfy this requirement in the space below. Working on. December 2013/January 2014: Purchase and training provided to ??? March/April 2014: Data collected for 3rd quarter analysis</p>
<p>7. The LEA will conduct other allowable pre-implementation activities.</p>	<p>a. The LEA has described its plan to conduct other allowable pre-implementation activities.</p>	<p>Provide information needed to satisfy this requirement in the space below. We have met with all stakeholders through school board meetings, community meetings, etc. We have reviewed 5 LTP proposals. Leveled books and manipulatives have been purchased. VDOE trainings have been attended. Technology is in place to implement the initial screenings and provide intervention programming. We have provided Priority T-shirts for students and staff; banners, signs and video for community.</p>
<p>8. The LEA's budget includes sufficient funds to conduct pre-implementation activities fully and effectively in addition to implementing an intervention model throughout the period of availability of funds.</p>	<p>a. The LEA has included a budget summary for pre-implementation activities in each school.</p>	<p>Provide information needed to satisfy this requirement in the space below. The only money spent was for material and supplies to support the activities.</p>
	<p>b. The LEA has included the required narrative budget that describes the budget summary in detail.</p>	<p>Provide information needed to satisfy this requirement in the space below. Itemized costs for the materials identified in #7 are included in the budget narrative for each school.</p>
	<p>c. The LEA pre-implementation budget includes only allowable activities.</p>	<p>Provide information needed to satisfy this requirement in the space below. Materials listed are allowable expenses.</p>
	<p>d. The LEA pre-implementation budget is sufficient to fund the activities described in the budget narrative.</p>	<p>Provide information needed to satisfy this requirement in the space below. Yes, we were able to keep the cost at a minimum.</p>
	<p>e. The activities described in the budget narrative support the identified needs.</p>	<p>Provide information needed to satisfy this requirement in the space below. Purchase of leveled books, manipulatives, technology and incentives support identified academic shortfalls and create awareness/urgency for transformation.</p>

	<p>f. The activities described in the budget narrative can be accomplished within the pre-implementation timeline provided in the application.</p>	<p>Provide information needed to satisfy this requirement in the space below. Timeline for pre-implementation activities was adequate to accomplish the above.</p>
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Allowable Pre-implementation Activities

Buckingham Elementary

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	<p>f. The activities described in the budget narrative can be accomplished within the pre-implementation timeline provided in the application.</p>	<p>Provide information needed to satisfy this requirement in the space below. Timeline for pre-implementation activities was adequate to accomplish the above.</p>
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Tab 1: Division and School Information

Division Name	Buckingham County Public Schools
Contact	Thelma Llewellyn
Address Line 1	15595 West James Anderson Hwy.
Address Line 2	
City, VA, zipcode	Buckingham, VA 23921
Email Address	llet@bcpschools.org
Telephone Number	434-969-6100

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

School 1 Name	Buckingham Primary School	Indicate which model the school has chosen with an X.			
Principal Name	Pennie Allen	1	<input type="checkbox"/>	USED School Turnaround	
Address Line 1	128 Frank Harris Road	2	X	USED Transformation Model	
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode	Dillwyn, VA 23936	Indicate the source(s) of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X (one, or both).			
Email Address	pallen@bcpschools.org		X	1003(a)	
Telephone Number	434-505-0001			1003(g)	
NCES ID #: 5.10054E+11		Indicate this school's cohort with an X.			
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/		<input type="checkbox"/>	Cohort I	<input type="checkbox"/>
			<input type="checkbox"/>	Cohort II	<input type="checkbox"/>
		X	<input type="checkbox"/>	Cohort IV	<input type="checkbox"/>
			<input type="checkbox"/>	Cohort III	<input type="checkbox"/>
		Indicate this school's tier with an X.			
		X	<input type="checkbox"/>	Tier I	<input type="checkbox"/>
			<input type="checkbox"/>	Tier II	<input type="checkbox"/>
			<input type="checkbox"/>	Tier III	<input type="checkbox"/>

School 2 Name	Buckingham Elementary School	Indicate which model the school has chosen with an X.			
Principal Name	Cindy O'Brien	1	<input type="checkbox"/>	USED School Turnaround	
Address Line 1	52 Frank Harris Road	2	X	USED Transformation Model	
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode	Dillwyn, VA 23936	Indicate the source(s) of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X (one, or both).			
Email Address	cobrien@bcpschools.org		X	1003(a)	
Telephone Number	434-505-0000				

Tab 1: Division and School Information

Tab 2: School 1 Reflections and Planning and Required Elements

School 1 Name:	Buckingham Primary School
<p>Reflections and Planning Use this tab to reflect on the past year's improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.</p>	
Question	Response
<p>Future Goals: 1. Please list 3- 5 goals for the upcoming school year:</p>	<p>1. By spring 2015-2016 assessment year, Buckingham Primary will increase the all students subgroup pass rate on reading to (75%) as measured by the Virginia Standards of Learning assessments 3rd grade assessment since it is a paired school (which meet the reading AMO of 75%).</p> <p>2. By spring 2015-2016 assessment year, Buckingham Primary will increase the all students subgroup in math to (70%) as measured by the Virginia Standards of Learning assessment for 3rd grade since it is a paired schools (which meet the math AMO of 70% .</p> <p>3. Tier I, II and III students's reading needs will be met by teachers' planning for and use of differentiation incorporating leveled reading materials to increase number of students reading on grade level as evidenced by a 25% increase of students in grade 2 reading on grade level as measured by IReady by Spring 2015.</p> <p>4. Tier I, II, and III student's math needs will be met by teachers' planning for and use of differentiation incorporating math materials and manipulatives to increase number of students performing on grade level as evidenced by a 25% increase of students in grade 2 working on grade level as measured by IReady by Spring 2015.</p> <p>5. All classroom teachers and content specialists will participate in an unpacking the standards/alignment professional development series to improve alignment of lesson plans as evidenced by 75% of teachers writing aligned lesson plans by fall 2014 and 100% by spring 2015 as measured by percentage of plans reviewed by school administrators that require realignment.</p>

Tab 2: School 1 Reflections and Planning and Required Elements

<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>a. The climate has improved through better behavior management with the use of a behavior coach and better administrative discipline techniques. There is also a feeling of unity with the Priority School activities that have been held such as Pastor breakfast, support team breakfast, bus driver breakfast, and purchase of Priority t-shirts for all employees and students with a rollout activity. It has improved as we worked through the school improvement process and teachers gained knowledge and understanding of the direction we are moving in. The school is a safe place but has improved by getting a state policeman to go there once a week and having a school safety audit which has increased the awareness of security.</p> <p>b. Strategies that have been used to change the school climate have been to display student work throughout the building creating a sense of pride. Students in each class also did a Priority bulletin board outside of their classrooms. Students have been taught what priority means and are proud that they are a priority. The use of the word "Priority" has been turned into something positive. Transformational team meetings have given teachers a voice in the process and has been received very favorably. Teachers are being empowered to be leaders through reading The Leader In Me by Stephen Covey. We are also recognizing teachers with Wise Owl for coming up with good ideas. Adding I Ready in Reading and Math has given the teachers better feedback on how they can impact student learning through remediation.</p> <p>c. Instead of focusing on negative behaviors teachers are learning that in order to make changes they need to change to promoting the positive and recognizing student achievement. In the area of special education they have gone away from teaching by grade level and focused more on student academic need and a team approach.</p>
<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>You always have negative people but we are trying to involve them and enlist their help.</p>
<p>PROCESS STEPS / ATMOSPHERE OF CHANGE</p> <p>1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders?</p> <p>b. How are decisions communicated with all staff and/or stakeholders?</p>	<p>a. At faculty meetings they share. Team members take information back to their team during collaborative planning. A survey has been done to get their input.</p> <p>b. Daily emails are sent from principal. Newsletters are sent twice a month to parents. Met with bus drivers to share information. Presenting at January school board meeting. Kicking off campaign with T-shirts signs. The radio is being used. The law enforcement officials came into present certificates. Principal met with paras support staff to inform about school improvement and how they can help. Indistar A-!, D-1, D-2, D-3, D-4</p>

Tab 2: School 1 Reflections and Planning and Required Elements

<p>2. How are responsibilities divided amongst the team members?</p>	<p>2 are Wise Ways Wizards, they get information out to team to read. 1 is the process manager that keeps minutes of meeting. 1 is the time keeper. 1 is an encourager and starts the meetings with something positive. Indicators are divided and drafts are brought to meetings. Indistar A-1</p>
<p>3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?</p>	<p>The assessments used for student achievement goal setting are the same assessments used for progress monitoring of tiered instruction, quarterly data reports and school goal achievement setting. As a result of this alignment, student achievement goal setting drives classroom instruction and interventions. Monitoring - Spreadsheets for each are kept. The teacher instructional team look over the data. Instructional decisions and adjustments are made. Students are referred for small group remediation using RTI model. Indistar B-3, B-5, D-7</p>
<p>INSTRUCTION 1. How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)</p>	<p>Multiple tools are used to identify students for additional support in reading and math. iReady Diagnostic is a universal screening tool that is used to identify students' Reading and Math levels, as well as weaknesses, in grades K-5, PALS is a universal screening tool used to identify students' weaknesses, in grades K-3 for reading interventions. Both of these assessments are administered to all students three times a year and used for progress monitoring throughout the year for those students identified as needing additional support. The teacher looks at student's grades, data, and performance (PALs, benchmarks, classroom assessments). The reading specialist has a form that is filled out for remediation in reading and math. Small group remediation is done and progress is monitored.</p>
<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	<p>Teachers differentiate the learning for students through the use of learning centers as well as computer adaptive learning support programs such as iReady. While both of these structures are in place, they both need to be further developed. The differentiation in the learning centers needs to be refined to be more targeted based on the data. Also, the computer adaptive learning needs to be implemented with fidelity. Preassessments are developed by the teachers to gather data to be used to plan for differentiated Tier 1 instruction, with unit assessments created to monitor student learning and progress. Informal Common Formative assessments are used throughout instruction to gauge students' understanding. The alignment of the assessments to the standards and the adjustment of instruction based on the informal assessments continue to be a concern.</p>

Tab 2: School 1 Reflections and Planning and Required Elements

<p>3. How does student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p>	<p>For K-2 teachers use PALS data for goal setting. For example K-letter recognition, rhyme; grade 1 - site word fluency and comprehension; grade 2 - word study and spelling devleopmen. Math - grade 2 teacher made common cummulative assessments given three times per year. Students are expected to increase by 40 points from beginning to end of year. Results from these assessments drive classroom instruction. Indistar K-4, K-5, K-6, K-7, K-8</p>
<p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>We are making the Community Organizations aware of the need for change. We are having activities that bring the community organizations in and are involving them in activities such as law enforcement giving perfect attendance certificates as an incentive to increase attendance/decrease truancy, active senior group is volunteering, veterans day program with veterans, Longwood students helped with Fall Festival. Indistar J-3</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>The external partner will help lead the recreation of our written curriculum. They will do a needs assessment. They will offer training/coaching in areas identified as a need. They will assist the school with gathering and analyzing data. They will help us engage the families and community to support our instructional focus. Help us to identify positive things that teachers should be rewarded for. Indistar E-5</p>
<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>The principal meets with the executive PTO meeting. Title I workshops are held and parents are given surveys to provide input. Benchmark progress workshops are held. Parents are notified of progress made throughout the school improvement process through letters and Family Fun Night events at the school. The superintendent gives an instructional update at every school board meeting. The press is there and puts it in the local newspaper. The superintendent does a Blog on our website to keep parents informed on progress and activities. The external partner will work with the school to develop a parental involvement plan. Indistar J-3, J-6</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>The data is looked at, assignments are made based on where teachers perform best. Teachers that have Masters in reading are put with Kindergarten and first grade students for good reading foundation. Indistar I-2, I-3, I-4, I-5, I-6, I-7</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>There is a schedule of observations for a year. Probationary teachers have to turn in documentation log by mid year. The principal meets with the teachers to discuss mid year logs. The principal evaluates probationary teachers annually. Continuing contract teachers are evaluated at least once every three years, more often if a teacher is identified as needing improvement. All teachers receive informal feedback after observations and walk-throughs or instructional rounds. Principal makes recommendation to the superintendent in regards to continuing employment.</p>
<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates. b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	<p>a. The Wise Owl award is given to teachers that are doing things to increase student performance. Teachers whose students are making good gains are given more responsibility and asked to share with staff. B. During post conferences you list strengths and weaknesses. You give them questions for thought. You give them things to read. You get them to observe other teachers and the get teachers to observe them. We offer inclass behavior coaching when needed. Teachers are identified as needing support based on principal observations, instructional rounds data, and student performance data. The administrator then works with identified teachers to develop either a coaching or improvement plan. Professional development is then provided through coaching, attendance at workshops and conferences based on the determined need. Principals continue to monitor classroom for implementation of recommendations.</p>
<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>The superintendent evaluates the principal. He reviews the principal's goals and data. He visits the school at least monthly. The teachers do a survey of the principals strengths and weaknesses. The superintendent reviews the principal's goals and data.</p>

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<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>DECISION-MAKING PROCESS & AUTONOMY 1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p>	<p>We have a district leadership team led Dr. Snead, superintendent. We have a school transformational team that provides input to the division team. The principal leads this team of teacher leaders with the representatives from the division level attending and these representatives are able to make decisions and fast track needs. They work on raising employees up and empowering them to help with the discisions and improvement process. The School Leadership Team with support of central office personnel analyze both qualitative and quantitative data to set goals for improvement. The team uses indistar indicators, set goals based on these assessments, and develop action steps to reach these goals. The school leadership team gathers input from their colleagues to develop a strategic vision and then presents the vision and the school improvement plan to the faculty for further input. Once the vision and plan are finalized they are shared at parent meetings and with the school board. The principal and the Internal Lead Partner develop a budget based on goals for the school improvement plan and presents the budget to the Superintendent and the Financial Director. The plan is then presented to the School Board for final approval. The division level team then works to allocate resources to support the school's improvement effort.</p>

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<p>2. What policies or practices exist as barriers that may impede the school's success? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices). List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)</p>	<p>One of our barriers is the arrival and departure of our elementary students. To increase learning time and eliminate the barrier we will need to start school earlier or have the students stay later. The buses arrive in four waves. They start unloading at 7:45 but the last wave unloads at 8:10. If we could get the last wave to unload by 8:00 we could start instruction 10 minutes earlier. The superintendent is working with the transportation director to make this change.</p>
<p>PHASE OUT PLANNING 1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p>	<p>a) The school improvement team approach/process should continue. We need to continue meeting as a team to monitor instruction and looking at data and trying interventions should continue. The majority of the funds up front will go towards funding the Lead Turnaround Partner, The goal for the LEA is to build capacity to continue the progress and strategies learned from the LTP to achieve sustainability. We plan to sustain the curriculum work, tutoring and purchase of technology through Title funds, VPSA, and local funds. Division funds are being allocated to support additional personnel at this school to ensure sustainability. Currently we are looking at going from a half-time assistant principal to a full-time one. We are also looking at our classroom sizes and looking at adding two primary teachers. We have added a division instructional coach. This coach is helping by learning to monitor and do inclass coaching which should help with sustainability later. b) We will do a lot of hours up front and then phase them out. We will have teachers training teachers and we will raise our teachers up to be leaders. We will have a stronger mentor/teacher program. We plan to have two successful veteran teachers from the school to lead the mentor teacher program. They will be in the building to support the new teachers on a daily basis and will be allotted time to meet with the teachers daily to support them. The mentor teachers will work with the new teachers to help them with strategies and procedures that help sustain student achievement. We will offer sustained professional development. We will purchase technology and have training for teachers. All teachers and students have access to educational technology programs and are using them daily. The centers have laptops where the students are supervised daily on doing remediation and enrichment activities on them. We are working through the grant to increase the number of devices available to the teachers and students. After the grant ends we will still have the technology and the teachers will know how to use it.</p>

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<p>2. What supports from the state would be the most helpful?</p>	<p>The state can support us with ongoing training and teachers knowing how to use the state website as a resource.</p>
<p>Required Elements Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p>Required element</p>	<p>Response</p>
<p>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>
<p>2. Student achievement data for the past two years (2011-2012 and 2012-2013) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>

Tab 2: School 1 Reflections and Planning and Required Elements

<p>3. Total number of minutes in the 2012-2013 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 2013-2014</p> <p>*This information will be shared with USED.</p>	<p>During the 2012/2013 school year we had 410 minutes per day during the regular school day for all students. The regular school day is 8:15 to 3:05 (total 73,800 minutes). We offer before and afterschool through the 21st Century Grant but students are not required to attend. The doors open at 7:45. From 7:45 to 8:15 students have the option to go to centers or other activities if they do'nt eat breakfast at school. Four days a week we have after-school remediation and homework help Two days a week are enrichment and the other two are remediation and homework help for targeted students. This runs from 3:05 until 5:00 with a break for a snack (total 11,500 minutes). We offer remedial summer school where select students are recommended to attend based on teacher recommendation, reading and math data. Summer school usually runs four days a week for the month of July. This is about 16 days per summer (total 80 hours). We also do a Bee Camp in the month of June to help prevent the summer slid (total 1,680 minutes). Students are recommended for this based on PALs, benchmarks, academic grades and spelling inventories. In order to gain instructional time we are looking at shortening bathroom breaks, looking at our scheduling to recapture any lost time and trying to get all buses unloaded by 8:00 whereas now the last bus does not unload until 8:10. This would increase instructional time by 10 minutes per day with unloading earlier and 5 - 10 minutes per day to take more efficient bathroom breaks.</p>
<p>4. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged</p>	<p style="text-align: center;">Total Students:</p> <p style="text-align: center;">Male: 249</p> <p style="text-align: center;">Female: 272</p> <p style="text-align: center;">Asian: 1</p> <p style="text-align: center;">Black: 200</p> <p style="text-align: center;">Hispanic: 2</p> <p style="text-align: center;">White: 313</p> <p style="text-align: center;">Students with disabilities: 78</p> <p style="text-align: center;">Limited English proficient: 0</p> <p style="text-align: center;">Migrant: 0</p> <p style="text-align: center;">Homeless: 0</p> <p style="text-align: center;">Economically disadvantaged: 368</p>

Tab 2: School 1 Reflections and Planning and Required Elements

<p>5. Analysis of student achievement data with identified areas that need improvement based on 2011-2012 and 2012-2013. (Include preliminary data for 2013-14 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>This school is paired with Buckingham Elementary and is accredited based on their scores. For 2011-2012 there is no data because the school did not exist. Listed is the data for 2012-2013. Grade 3 - Math 38 and Reading 54; Grade 4 math 42 and reading 51; Grade 5 math 47 and reading 61. Annual reading and math scores demonstrated insufficient pass rates in grades 3-5. Grade 5 reading scores were highest of grade levels with 61. Overall across grade levels reading scores were higher than math, Grade 3, 54; Grade 4, 51; Grade 5, 61.</p>
<p>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p>	<p>August 2012 Media Center Open, bright, technology enhanced, connected to computer lab by glass bridge, organized by primary and elementary section. Shared between 2 schools with 2 librarians, 24 regular ed, 1 music room, 1 art, 1 multipurpose room where structured physical education takes place, cushioned floor, 1 playground and a softball field. 1 shared media center, 4 sped, computer lab with 25 computers, 1 teacher workroom, 3 teacher planning rooms and 5 small breakout spaces.</p>

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7. Information about the types of technology that are available to students and instructional staff	<p>Every teacher has an interactive white board, laptop and IPAD mini Students have access to laptops, chrome books, iPads and iPods. Each classroom has two student laptops. The following is a breakdown of the numbers in this school: 26 ELMOS, 1 computer lab with 30 computers, and the following items are available for the teachers to check-out - 90 Chromebooks, 90 laptops, 27 IPODS, 50 IPADS,</p>	
<p>8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade OR subject for the 2012-2013 school year. This should be an unduplicated count for each set.</p>		
Set 1 Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers	35	100%
Teachers (not highly qualified)	0	0%
Set 2 Category	Number of Teachers	Percentage of All Teachers
Teachers with less than 3 years in grade/subject	9	25.79%
Number of teachers with a provisional license	4	11.49%

Tab 2: School 1 Reflections and Planning and Required Elements

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)	Years	#Instructional Staff	Years	#Instructional Staff
	0	4	17	2
	1	3	18	1
	2	2	19	2
	3	1	23	1
	4	2	24	1
	5	2	25	1
Sample:	6	2	28	1
Yrs	#Instructional Staff	7	32	1
0	1	8	33	1
1	6	9	36	1
2	4...	10		
		11		
		15		
b. Total number of days teachers worked divided by the number of teaching days (2012-2013).	1			
	174			
	30.5			
	278			
	81%			
Required Elements				
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.				
Required element	Response			

Tab 2: School 1 Reflections and Planning and Required Elements

<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>Division representatives attend Transformational meetings (2 x a month)</p> <p>ITP uses checklist to monitor progress (monthly)</p> <p>Division personel will communicate with schools weekly</p> <p>Buckingham County Schools will establish a division-level team consisting at a minimum of the Internal Lead Partner (ILP), Instructional Coach, SIG school principals, and the External Lead Partner. The team will meet monthly to monitor each school's progress toward the goals outlined in the school improvement plan. The monitoring will consist of identifying areas of strength and weakness, and to identify student progress by subgroups to ensure that adequate progress is being made towards closing achievement gaps. Division will also conduct weekly walk-throughs at the school and talk with teachers, administrators and External Lead Partner about school progress and challenges.</p> <p>Our intended timeline through the end of the school year is as follows:</p> <ul style="list-style-type: none"> • February 2014 Kick off team meeting with the External Lead Partner (ELP) to review student data from the first and second quarter and review improvement goals • March 2014 Present findings from the School Quality Review (SQR) conducted by ELP and determine what changes need to be made to the Indistar plan based on the SQR findings and recommendations • April 2014 Review third quarter data report and ELP actions in the school related to improvement goals; Discuss anticipated performance levels on fourth quarter benchmarks and Spring SOL tests. • May 2014 Review and confirm anticipated performance levels on fourth quarter benchmarks and Spring SOL tests. Determine which if any of the planned instructional strategies need to be adjusted based on these projections. Begin planning process for 2014-15 based on progress on this year's goals • June 2014 Review fourth quarter data report and determine status of school improvement goals; continue planning process for 2014-15 based on this year's goal attainment.
<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>Attended vendor webinar by state</p> <p>Principals and division personnel examined information from vendors</p> <p>Choose 4 vendors and held face to face interviews</p> <p>Examined pricing and hours offered</p>

Tab 2: School 1 Reflections and Planning and Required Elements

<p>3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.</p>	<p>1. By spring 2015-2016 assessment year, Buckingham Primary will increase the all students subgroup pass rate on reading to (75%) as measured by the Virginia Standards of Learning assessments 3rd grade assessment since it is a paired school (which will meet the reading AMO of 75%).</p> <p>2. By spring 2015-2016 assessment year, Buckingham Primary will increase the all students subgroup in math to (70%) as measured by the Virginia Standards of Learning assessment for 3rd grade since it is a paired schools. (which will meet the math AMO of 70%.)</p>
<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>At this time this division has 2 schools that are priority and the division is able to serve these schools. We have provided an additional half-time assistant principal for the school. We have hired an instructional coach that will serve the division but will be spending a good portion of time helping this school. Through Title 1 we have a reading specialist and 2 paraprofessionals to help. We also have 2 PALS adies to help with reading groups and centers. Through Title VI we have a computer lab aide to help students learn to use existing and new computer programs.</p>
<p>Required Elements</p>	
<p>Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</p>	
<p>1. Steps taken to secure the continued support of the local school board for the reform model chosen</p>	
<p>2. Steps taken to secure the support of the parents for the reform model selected</p>	

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3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	
4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	

Tab 3: School 2 Reflections and Planning and Required Elements

School 2 Name:	Buckingham Elementary School
<p>Reflections and Planning Use this tab to reflect on the past year’s improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.</p>	
Question	Response
<p>Future Goals: 1. Please list 3- 5 goals for the upcoming school year:</p>	<p>1. By spring 2015-2016 assessment year, Buckingham Elementary will increase the all students subgroup pass rate on reading to (75%) as measured by the Virginia Standards of Learning assessments (which will meet the reading AMO of 75%).</p> <p>2. By spring 2015-2016 assessment year, Buckingham Primary will increase the all students subgroup in math to (70%) as measured by the Virginia Standards of Learning assessments (which will meet the math AMO of 70%</p> <p>3. Tier I, II and III students's reading needs will be met by teachers' use of differentiated reading materials to increase number of students reading on grade level as evidenced by a 25% increase of students in grade 2 reading on grade level as measured by IReady by Spring 2015.</p> <p>4. Tier I, II, and III student's math needs will be met by teachers' use of differeniated math materials and manipulatives to increase number of students performing on grade level as evidenced by a 25% increase of students in grade 2 working on grade level as measured by IReady by Spring 2015.</p> <p>5. All classroom teachers and content specialists will participate in an unpacking the standards/alignment professional development series to improve alignment of lesson plans as evidenced by 75% of teachers writing aligned lesson plans by fall 2014 and 100% by spring 2015 as measured by percentage of plans reviewed by school administrators that require realignment.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<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>a. It has improved as we worked through the school improvement process and teachers gained knowledge and understanding of the direction we are moving in.</p> <p>b. Transformational team, empowering teachers to be leaders, reading The Leader in Me by Stephen Covey, recognizing teachers with wise owl, adding I Ready in Reading and Math.</p> <p>c. Focusing on negative behaviors and changing to working on promoting the positive, recognizing student achievement.</p>
<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>You always have negative people but we are trying to involve them and enlist their help.</p>
<p>PROCESS STEPS / ATMOSPHERE OF CHANGE</p> <p>1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders?</p> <p>b. How are decisions communicated with all staff and/or stakeholders?</p>	<p>a. At faculty meetings they share. Team members take information back to their team during collaborative planning. A survey has been done to get their input.</p> <p>b. Daily emails are sent from principal. Newsletters are sent twice a month to parents. Met with bus drivers to share information. Presenting at January school board meeting. Kicking off campaign with T-shirts signs. The radio is being used. The law enforcement officials came into present certificates. Principal met with paras support staff to inform about school improvement and how they can help. Indistar A-I, D-1, D-2, D-3, D-4</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>2. How are responsibilities divided amongst the team members?</p>	<p>The two Wise Ways Wizards, send out minutes we work on, they get information out to team to read. We have a secretary takes minutes and a process manager does indistar. One is the process manager that keeps minutes of meeting. One is the time keeper. One is an encourager and starts the meetings with something positive. Indicators are divided and drafts are brought to meetings. -Teachers constantly monitor progress of students and data. Indistar A-1</p>
<p>3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?</p>	<p>The assessments used for student achievement goal setting are the same assessments used for progress monitoring of tiered instruction, quarterly data reports and school goal achievement setting. As a result of this alignment, student achievement goal setting drives classroom instruction and interventions. Monitoring - Spreadsheets for each are kept. The teacher instructional team look over the data. Instructional decisions and adjustments are made. Students are referred for small group remediation using RTI model. Indistar B-3, B-5, D-7</p>
<p>INSTRUCTION 1. How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)</p>	<p>Multiple tools are used to identify students for additional support in reading and math. iReady Diagnostic is a universal screening tool that is used to identify students' Reading and Math levels, as well as weaknesses, in grades K-5, PALS is a universal screening tool used to identify students' weaknesses, in grades K-3 for reading interventions. Both of these assessments are administered to all students three times a year and used for progress monitoring throughout the year for those students identified as needing additional support. The teacher looks at student's grades, data, and performance (PALs, benchmarks, classroom assessments). The reading specialist has a form that is filled out for remediation in reading and math. Small group remediation is done and progress is monitored. -Hard for us to do remediation with our aides (only two Title I . Put responsibility back on teacher.</p>
<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	<p>Teachers differentiate the learning for students through the use of learning centers as well as computer adaptive learning support programs such as iReady. While both of these structures are in place, they both need to be further developed. The differentiation in the learning centers needs to be refined to be more targeted based on the data. Also, the computer adaptive learning needs to be implemented with fidelity. Preassessments are developed by the teachers to gather data to be used to plan for differentiated Tier 1 instruction, with unit assessments created to monitor student learning and progress. Informal Formative assessments are used throughout instruction to gauge students' understanding. The alignment of the assessments to the standards and the adjustment of instruction based on the informal assessments continue to be a concern.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>3. How does student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p>	<p>In reading and math in grades 3-5 teachers use results of common grade level assessment or iReady to set goals and guide differentiated instruction in small group, whole group classroom and tutoring instruction. pretest in math. (Indistar K-4, K-5, K-6, K-7, K-8)</p>
<p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>We are making the Community Organizations aware of the need for change. We are having activities that bring the community organizations in and are involving them in activities such as law enforcement giving perfect attendance certificates, active senior group is volunteering, veterans day program with veterans, Longwood students helped with Fall Festival. - Verterans Day -Career Day -Pastor Breakfast -Campaign (Indistar J-3)</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>The external partner will help lead the recreation of our written curriculum. They will do a needs assessment. They will offer training/coaching in areas identified as a need. They will assist the school with gathering and analyzing data. They help us engage the families and community to support our instructional focus. Help us to identify positive things that teachers should be rewarded for. (Indistar E-5)</p>
<p>3. 3. In what ways will parents be involved in the design and implementation of the interventions, and given the opportunity for input? Informed of progress?</p>	<p>The principal meets with the executive PTO meeting. Title I workshops are held and parents are given surveys to provide input. Benchmark progress workshops are held. Parents are notified of progress made throughout the school improvement process through letters and Family Fun Night events at the school. The superintendent gives an instructional update at every school board meeting. The press is there and puts it in the local newspaper. The superintendent does a Blog on our website to keep parents informed on progress and activities. The external partner will work with the school to develop a parental involvement plan. Benchmark progress workshops are held. Coffee w/principal activities with various stakeholders are held.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<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>The data is looked at, assignments are made based on where teachers perform best. Teachers that have masters in reading are put with Kindergarten and first grade students for good reading foundation. (Indistar I-2, I-3, I-4, I-6, I-7)</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>There is a schedule of observations for a year. Probationary teachers have to turn in documentation log by mid year. The principal meets with the teachers to discuss mid year logs. The principal evaluates probationary teachers annually. Continuing contract teachers are evaluated at least once every three years, more often if a teacher is identified as needing improvement. All teachers receive informal feedback after observations and walk-throughs or instructional rounds. Principal makes recommendation to the superintendent in regards to continuing employment.</p>
<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates. b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	<p>a. The Wise Owl award is given to teachers that are doing things to increase student performance. Teachers whose students are making good gains are given more responsibility and asked to share with staff. B. During post conferences you list strengths and weaknesses. You give them questions for thought. You give them things to read. You get them to observe other teachers and the get teachers to observe them. We offer inclass behavior coaching when needed. Teachers are identified as needing support based on principal observations, instructional rounds data, and student performance data. The administrator then works with identified teachers to develop either a coaching or improvement plan. Professional development is then provided through coaching, attendance at workshops and conferences based on the determined need. Principals contniue to monitor classroom for implementation of recommendations.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>The superintendent evaluates the principal. He reviews the principal's goals and data. He visits the school at least monthly. The teachers do and survey of the principal. He reviews the principal's goals and data. He visits the school at least monthly. The teachers do a survey of the principals strengths and weaknesses. The superintendent reviews the principal's goals and data.</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>DECISION-MAKING PROCESS & AUTONOMY 1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p>	<p>We have a district leadership team led Dr. Snead, superintendent. We have a school transformational team that provides input to the division team. The principal leads this team of teacher leaders with the representatives from the division level attending and these representatives are able to make decisions and fast track needs. They work on raising employees up and empowering them to help with the discisions and improvement process. The School Leadership Team with support of central office personnel analyze both qualitative and quantitative data to set goals for improvement. The team uses indistar indicators, set goals based on these assessments, and develop action steps to reach these goals. The school leadership team gathers input from their colleagues to develop a strategic vision and then presents the vision and the school improvement plan to the faculty for further input. Once the vision and plan are finalized they are shared at parent meetings and with the school board. The principal and the Internal Lead Partner develop a budget based on goals for the school improvement plan and presents the budget to the Superintendent and the Financial Director. The plan is then presented to the School Board for final approval. The division level team then works to allocate resources to support the school's improvement effort.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>2. What policies or practices exist as barriers that may impede the school's success? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices). List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)</p>	<p>One of our barriers is the arrival and departure of our elementary students. To increase learning time and eliminate the barrier we will need to start school earlier or have the students stay later. The buses arrive in four waves. They start unloading at 7:45 but the last wave unloads at 8:10. If we could get the last wave to unload by 8:00 we could start instruction 10 minutes earlier. The superintendent is working with the transportation director to make this change.</p>
<p>PHASE OUT PLANNING 1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p>	<p>a) The school improvement team approach/process should continue. We need to continue meeting as a team to monitor instruction and looking at data and trying interventions should continue. The majority of the funds up front will go towards funding the Lead Turnaround Partner, The goal for the LEA is to build capacity to continue the progress and strategies learned from the LTP to achieve sustainability. We plan to sustain the curriculum work, tutoring and purchase of technology through Title funds, VPSA, and local funds. Division funds are being allocated to support additional personnel at this school to ensure sustainability. Currently we are looking at going from a half-time assistant principal to a full-time one. We are also looking at our classroom sizes and looking at adding two primary teachers. We have added a division instructional coach. This coach is helping by learning to monitor and do inclass coaching which should help with sustainability later. b) We will do a lot of hours up front and then phase them out. We will have teachers training teachers and we will raise our teachers up to be leaders. We will have a stronger mentor/teacher program. We plan to have two successful veteran teachers from the school to lead the mentor teacher program. They will be in the building to support the new teachers on a daily basis and will be allotted time to meet with the teachers daily to support them. The mentor teachers will work with the new teachers to help them with strategies and procedures that help sustain student achievement. We will offer sustained professional development. We will purchase technology and have training for teachers. All teachers and students have access to educational technology programs and are using them daily. The centers have laptops where the students are supervised daily on doing remediation and enrichment activities on them. We are working through the grant to increase the number of devices available to the teachers and students. After the grant ends we will still have the technology and the teachers will know how to use it.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>2. What supports from the state would be the most helpful?</p>	<p>The state can support us with ongoing training and teachers knowing how to use the state website as a resource.</p>
<p>Required Elements Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p>Required element</p>	<p>Response</p>
<p>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>
<p>2. Student achievement data for the past two years (2011-2012 and 2012-2013) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>c. Total number of minutes in the 2012-2013 school year that all students were required to attend (broken down by daily, before-school, after-school, Saturday school and summer school) and any additional increased learning time planned for 2013-2014</p> <p>*This information will be shared with USED.</p>	<p>During the 2012/2013 school year we had 410 minutes per day during the regular school day for all students. The regular school day is 8:15 to 3:05 (total 73,800 minutes). We offer before and afterschool through the 21st Century Grant but students are not required to attend. The doors open at 7:45. From 7:45 to 8:15 students have the option to go to centers or other activities if they do'nt eat breakfast at school. Four days a week we have after-school remediation and homework help Two days a week are enrichment and the other two are remediation and homework help for targeted students. This runs from 3:05 until 5:00 with a break for a snack (total 11,500 minutes). We offer remedial summer school where select students are recommended to attend based on teacher recommendation, reading and math data. Summer school usually runs four days a week for the month of July. This is about 16 days per summer (total 80 hours). We also do a Bee Camp in the month of June to help prevent the summer slid (total 1,680 minutes). Students are recommended for this based on PALs, benchmarks, academic grades and spelling inventories. In order to gain instructional time we are looking at shortening bathroom breaks, looking at our scheduling to recapture any lost time and trying to get all buses unloaded by 8:00 whereas now the last bus does not unload until 8:10. This would increase instructional time by 10 minutes per day with unloading earlier and 5 - 10 minutes per day to take more efficient bathroom breaks.</p>
<p>d. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged</p>	<p>Male: 252 Female: 210 Asian: 3 Black: 190 Hispanic: 6 White: 263 Students with disabilities: 79 Limited English proficient: 0 Migrant: 0 Homeless: 0 Economically disadvantaged: 326</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>5. Analysis of student achievement data with identified areas that need improvement based on 2011-2012 and 2012-2013. (Include preliminary data for 2013-14 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>	BES			
	2011-2012	2012-2013	Math	Reading
	No Data	Gr. 3	38	54
	No Data	Gr. 4	42	51
No Data	Gr. 5	47	61	
	<p>Annual reading and math scores demonstrated insufficient pass rates in grades 3-5. Grade 5 reading scores were highest of grade levels with 16. overall, across grade levels reading scores were higher than math, Gr. 3 - 54, Gr. 4 51, grade 5 - 61.</p>			

Tab 3: School 2 Reflections and Planning and Required Elements

<p>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p>	<p>August 2012 Media Center Open, bright, technology enhanced, connected to computer lab by glass bridge, organized by primary and elementary section. shared between 2 schools with 2 librarians, 24 regular ed., 1 music room, 1 art, 1 multipurpose room where structured PE takes place, cushioned floor, 1 playground and a softball field. shared media center, 4 sped, computer lab with 25 computers, 1 teacher workroom, 3 teacher planning room with 5 small breakout spaces.</p>
<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p>E.very teacher has an interactive white board, laptop and IPAD mini Students have access to laptops, chrome books, iPads and iPods. Each classroom has two student laptops. The following is a breakdown of the numbers in this school: 26 ELMOS, 1 computer lab with 30 computers, and the following items are available for the teachers to check-out - 133 Chromebooks, 120 laptops, 26 IPODS,</p>
<p>8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade OR subject for the 2012-2013 school year. This should be an unduplicated count for each set.</p>	

Set 1 Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers	30	100%
Teachers (not highly qualified)	0	0%
Set 2 Category	Number of Teachers	Percentage of All Teachers
Teachers with less than 3 years in grade/subject	4	13.30%
Number of teachers with a provisional license	0	0%

Tab 3: School 2 Reflections and Planning and Required Elements

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)		Years	#Instructional Staff	Years	Instructional Staff
		0	1	21	2
		1	2	22	1
		2	1	25	1
		5	2	26	1
		6	1	29	1
		8	2	30	1
Sample:		9	2	31	1
Yrs	#Instructional Staff	10	2	35	1
0	1	12	1	40	2
1	6	14	2		
2	4...	15	1		
		18	1		
		20	1		
		1			
b. Total number of days teachers worked divided by the number of teaching days (2012-2013).		174			
		25.5			
		273.5			
		84%			

Tab 3: School 2 Reflections and Planning and Required Elements

Required Elements	
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.	
Required element	Response
<p>1. a. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.</p> <p>b. Provide a timeline.</p>	<p>Division representatives attend Transformational meetings (2 x a month)</p> <p>ITP uses checklist to monitor progress (monthly)</p> <p>Division personel will communicate with schools weekly</p> <p>Buckingham County Schools will establish a division-level team consisting at a minimum of the Internal Lead Partner (ILP), Instructional Coach, SIG school principals, and the External Lead Partner. The team will meet monthly to monitor each school’s progress toward the goals outlined in the school improvement plan. The monitoring will consist of identifying areas of strength and weakness, and to identify student progress by subgroups to ensure that adequate progress is being made towards closing achievement gaps. Division will also conduct weekly walk-throughs at the school and talk with teachers, administrators and External Lead Partner about school progress and challenges.</p> <p>Our intended timeline through the end of the school year is as follows:</p> <ul style="list-style-type: none"> • February 2014 Kick off team meeting with the External Lead Partner (ELP) to review student data from the first and second quarter and review improvement goals • March 2014 Present findings from the School Quality Review (SQR) conducted by ELP and determine what changes need to be made to the Indistar plan based on the SQR findings and recommendations • April 2014 Review third quarter data report and ELP actions in the school related to improvement goals; Discuss anticipated performance levels on fourth quarter benchmarks and Spring SOL tests. • May 2014 Review and confirm anticipated performance levels on fourth quarter benchmarks and Spring SOL tests. Determine which if any of the planned instructional strategies need to be adjusted based on these projections. Begin planning process for 2014-15 based on progress on this year’s goals • June 2014 Review fourth quarter data report and determine status of school improvement goals; continue planning process for 2014-15 based on this year’s goal attainment.
<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>Attended vendor webinar by state</p> <p>Principals and division personnel examined information from vendors</p> <p>Choose 4 vendors and held face to face interviews</p> <p>Examined pricing and hours offered.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.</p>	<p>1. By spring 2015-2016 assessment year, Buckingham Elementary will increase the all students subgroup pass rate on reading to (75%) as measured by the Virginia Standards of Learning assessments (which will meet the reading AMO of 75%).</p> <p>2. By spring 2015-2016, Buckingham Primary will increase the all students subgroup in math to (70%) as measured by the Virginia Standards of Learning assessments (which will meet the math AMO of 70%.)</p>
<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>At this time this division has 2 schools that are a priority and the division is able to serve these schools.</p>
<p>Required Elements Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</p>	
<p>1. Steps taken to secure the continued support of the local school board for the reform model chosen</p>	
<p>2. Steps taken to secure the support of the parents for the reform model selected</p>	
<p>3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)</p>	

Tab 3: School 2 Reflections and Planning and Required Elements

<p>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</p>	
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Tab 7: Year 1 Budget and Narrative for Each Priority School 2013-2014

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

	X	1003(a)	0	1003(g)		
Name of School 1:	Buckingham Primary School					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ 60,940.00	\$ 60,940.00	\$ 130,658.00	\$ 191,598.00	
2000- Personnel (Benefits)	\$ -	\$ 4,661.91	\$ 4,661.91	\$ 35,229.00	\$ 39,890.91	
3000- Purchased Services		\$ 254,000.00	\$ 254,000.00	\$ -	\$ 254,000.00	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	
6000- Materials and Supplies	\$ -	\$ 94,000.00	\$ 94,000.00	\$ -	\$ 94,000.00	
8000- Equipment Capital	\$ -	\$ 86,398.09	\$ 86,398.09	\$ -	\$ 86,398.09	
Total	\$ -	\$ 500,000.00	\$ 500,000.00	\$ 165,887.00	\$ 665,887.00	
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.						
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)					
1000 - Personnel	Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)					
Expenditure Codes	Budget Narrative					

Tab 7: Year 1 Budget and Narrative for Each Priority School 2013-2014

<p>1000 - Personnel</p>	<p>Teacher stipends for 2 teachers at \$500 each for the year to meet with new teachers after school to mentor them (\$1,000). Substitutes for aides to do testing (5 aides times \$60 per day for 10 days = \$3000) Subs for teachers to have PD 18 teachers to have 4 days each = \$4320. 12 Aides to come for PD and to collaborate with teachers for 7 hours per day for 5 days at \$12.25 per hour = \$5,145. Pay teachers to do curriculum alignment over the summer 30 teachers for 3 days and 15 teachers for 3 additional days (6hours per day at \$21.10 per hour) totaling \$17,091. Tutors 6 at 6 hours per day for 40 days at 21.10 per hour = 30,384. Total \$60,940.00 Under other expenses we have from Title I Funds 1 reading specialist (\$43,389.00) and 3 paraprofessionals (\$55,294.00) to help with reading. From Early Reading Interventions (PALS) (\$16,540) we have two part-time aides to help with early reading intervention. From Title VI funds we have one computer lab aide (\$15435.00) to help students in the computer lab. FICA for personnel in number 1 \$4,661.91. Under other expenses this is the FICA match for the employees listed in budget code 1000 (35,229.00)</p>
<p>2000- Personnel (Benefits)</p>	<p>FICA for personnel in number 1 \$4,661.91 Under other expenses this is the FICA match for the employees listed in budget code 1000 (35,229.00)</p>
<p>3000- Purchased Services</p>	<p>Contracting with Cambridge is estimated at \$254,000 per year. Math and reading coaching to be included. (Per the state contract)</p>
<p>4000 - Internal Services</p>	
<p>5000- Other Charges</p>	
<p>6000- Materials and Supplies</p>	<p>T- shirts for all students, staff and volunteers 612 times \$5.00 totaling (\$3,060.00) Reading leveled texts and math supplementary materials and manipulatives \$1500 per class for 28 teachers (\$42,000.00). Additional headphones (200) to help with computer instruction and testing (\$1,760.00). Banners about being a Priority School (\$94.00). Priority signs (50) to post throughout the county (\$353.00). Material and supplies to make reading and math manipulatives (index cards, card stock paper, markers, book rings etc.) for 50 teachers and staff at \$200 per person totaling (\$10,000). Student incentive for 525 students at \$34.98 each totaling (\$18,364.50). Examples include books, calculators, pens, pencils, stickers, certificates, awards, trophies, bookmarkers, lanyards, and etc. Parent incentives (examples: children's books, parent information to provide when they come to a school function) \$18,368.50 Total \$94,000</p>

Tab 7: Year 1 Budget and Narrative for Each Priority School 2013-2014

8000- Equipment Capital Outlay	We plan to purchase tablets or laptops and headphones for students as well as software to go with them. Amount \$86,398.09. Laptops 48@\$629.00 \$30,192.00; Tablets 168@ \$249.00 \$41,832.00; Headphones 10 sets @ \$85.83 \$858.30; Laptop charging cart 9@\$754.35 \$6,789.15; Hoover cam 21@\$299.00 \$6,279.00; Memory software 1@ \$447.64
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For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2013 through September 30, 2014, only**. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-aside,; Title II, Part A; Title III, Part A; Title IV, Part B, Title VI, Part B; and state and/or local resources under "Other Expenses".

	X	1003(a)	0	1003(g)			
Name of School 2:	Buckingham Elementary School						
Expenditure Codes	Division-Level Expenses (Grant Funded)		School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$	-	\$ 60,880.00	\$ 60,880.00	\$ 97,638.00	\$ 158,518.00	
2000- Personnel (Benefits)	\$	-	\$ 4,657.32	\$ 4,657.32	\$ 29,546.92	\$ 34,204.24	
3000- Purchased Services	\$	-	\$ 254,000.00	\$ 254,000.00	\$ -	\$ 254,000.00	
4000 - Internal Services	\$	-	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$	-	\$ -	\$ -	\$ -	\$ -	
6000- Materials and Supplies	\$	-	\$ 85,000.00	\$ 85,000.00	\$ -	\$ 85,000.00	
8000- Equipment Capital Outlay	\$	-	\$ 95,462.68	\$ 95,462.68	\$ -	\$ 95,462.68	
Total	\$	-	\$ 500,000.00	\$ 500,000.00	\$ 127,184.92	\$ 627,184.92	

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.

Tab 7: Year 1 Budget and Narrative for Each Priority School 2013-2014

<p>Sample Entry</p> <p>1000 - Personnel</p>	<p>Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)</p> <p>Other Expenses</p> <p>Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>
<p>Expenditure Codes</p>	<p>Budget Narrative</p>
<p>1000 - Personnel</p>	<p>2 teachers stipend for mentor teacher 2\$500 each totaling \$1,000. Subs for teachers for PD 18 teachers for 4 days each @\$60 each = \$4320.00. 12 aides for PD and collaborating with teachers @12.25 per hour 7 hours per day for 5 days each = 5,145. 30 teachers - curriculum alignment 3 days each at 6 hours per day at 21.10 per hour = 11,394. 15 teachers for an additional 3 days for 6 hours per day at 21.10 per hour = 5,697. 1 additional trained aide to help tutors for 6 hours per day @12.25 per hour for 40 days = 2,940. 6 tutors at 6 hours per day for 4 days per week for 10 weeks at 21.10 per hour = 30,384. TOTAL 60,880.00 Under other expenses we have from Title I Funds 1 reading specialist (\$45,821.00) and 2 paraprofessionals (\$36,382.00) to help with reading. From Title VI funds we have one computer lab aide (\$15,435.00) to help students in the computer lab.</p>
<p>2000- Personnel (Benefits)</p>	<p>FICA Benefits for the above paid employees \$4,657.32. Other expenses is the benefits for the employees listed in budget code 1000 (\$29,546.92)</p>
<p>3000- Purchased Services</p>	<p>Contracting with Cambridge is estimated at \$254,000 per year. Reading and math coaching coaching will be included.</p>
<p>4000 - Internal Services</p>	
<p>5000- Other Charges</p>	
<p>6000- Materials and Supplies</p>	<p>T- shirts for all students, staff and volunteers 565 times \$5.00 totaling (\$2825.00) Reading leveled texts and math supplementary materials and manipulatives \$1500 per class for 28 teachers (\$42,000.00). Additional headphones (200) to help with computer instruction and testing (\$1,760.00). Banners about being a Priority School (\$94.00). Priority signs (50) to post throughout the county (\$353.00). Material and supplies to make reading and math manipulatives (index cards, card stock paper, markers, book rings etc.) for 50 teachers and staff at \$200 per person totaling (\$10,000). Student incentive for 480 students at \$29.15 each totaling (\$13,992.00). Examples include books, calculators, pens, pencils, stickers, certificates, awards, trophies, bookmarks, lanyards, and etc. Parent incentives (examples: children's books, parent information to provide when they come to a school function) \$13,976.00 Total \$85,000</p>

Tab 7: Year 1 Budget and Narrative for Each Priority School 2013-2014

8000- Equipment Capital Outlay	Tablets/laptops, interactive boards, headphones and software for students (\$95,462.68) Laptops 72@\$629.00 \$45,288.00; Tablets 120 @ \$249.00 \$29,880.00; Headphones 31 sets @ \$85.83 \$2,660.73; Laptop charging cart 8@\$754.35 \$6,034.80; Interactive Board/Projector 2@\$1,900.00 \$3,800.00; Hoover cam 28@\$299.00 \$8,372.00; Memory software 1@ \$427.15
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For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2013 through September 30, 2014, only**. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-aside,, Title II, Part A; Title III, Part A; Title IV, Part B, Title VI, Part B; and state and/or local resources under "Other Expenses".

	#REF!	1003(a)	#REF!	1003(g)		
Name of School 3:	#REF!					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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

Tab 7: Year 1 Budget and Narrative for Each Priority School 2013-2014

<p>Sample Entry</p> <p>1000 - Personnel</p>	<p>Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)</p> <p>Other Expenses</p> <p>Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>
<p>Expenditure Codes</p>	<p>Budget Narrative</p>
<p>1000 - Personnel</p>	
<p>2000- Personnel (Benefits)</p>	

Tab 7: Year 1 Budget and Narrative for Each Priority School 2013-2014

3000- Purchased Services	
4000 - Internal Services	
5000- Other Charges	

Tab 7: Year 1 Budget and Narrative for Each Priority School 2013-2014

<p>6000- Materials and Supplies</p>	
<p>8000- Equipment Capital Outlay</p>	

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

Tab 7: Year 1 Budget and Narrative for Each Priority School 2013-2014

	#REF!	1003(a)	#REF!	1003(g)			
Name of School 4:	#REF!						
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses		
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<p>Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.</p>							
<p>Sample Entry</p> <p>1000 - Personnel</p>	<p>Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)</p> <p>Other Expenses</p> <p>Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>						
Expenditure Codes	Budget Narrative						
1000 - Personnel							

Tab 7: Year 1 Budget and Narrative for Each Priority School 2013-2014

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

Tab 7: Year 1 Budget and Narrative for Each Priority School 2013-2014

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

Tab 7: Year 1 Budget and Narrative for Each Priority School 2013-2014

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

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

Tab 7: Year 1 Budget and Narrative for Each Priority School 2013-2014

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

Tab 7: Year 1 Budget and Narrative for Each Priority School2013-2014

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

Tab 8: Year 2 Budget and Narrative for Each Priority School 2013-2014

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

	X	1003(a)	0	1003(g)		
Name of School 1:	Buckingham Primary School					
Expenditure Codes	Division-Level Expenses (Grant Funded)		School-Level Expenses (Grant Funded)		Total Expenses (Grant Funded)	Other Expenses
1000 - Personnel	\$ -		\$ 44,623.00		\$ 44,623.00	\$ 130,658.00
2000- Personnel (Benefits)	\$ -		\$ 3,697.00		\$ 3,697.00	\$ 35,229.00
3000- Purchased Services	\$ -		\$ 254,000.00		\$ 254,000.00	\$ -
4000 - Internal Services	\$ -		\$ -		\$ -	\$ -
5000- Other Charges	\$ -		\$ -		\$ -	\$ -
6000- Materials and Supplies	\$ -		\$ 80,000.00		\$ 80,000.00	\$ -
8000- Equipment Capital	\$ -		\$ 117,000.00		\$ 117,000.00	\$ -
Total	\$ -		\$ 499,320.00		\$ 499,320.00	\$ 165,887.00
<p>Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.</p>						
Sample Entry	<p>Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)</p>					
1000 - Personnel	<p>Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>					
Expenditure Codes	Budget Narrative					

Tab 8: Year 2 Budget and Narrative for Each Priority School 2013-2014

<p>1000 - Personnel</p>	<p>Teacher stipends for 2 teachers at \$500 each for the year to meet with new teachers after school to mentor them. Substitutes for aides to do testing (5 aides times \$60 per day for 10 days = \$3000). Subs for teachers to have PD - 18 teachers to have 4 days each = \$4,320. Subs to come in to help in grades K and 2 to help teachers break students into groups to provide small group instruction () 12 aides to come for PD and to collaborate with teachers for 7 hours per day for 5 days at \$13.25 per hour = \$5,145. Pay teachers to do curriculum alignment over the summer Under other expenses we have from Title I Funds 1 reading specialist (\$43,389.00) and 3 paraprofessionals (\$55,294.00) to help with reading. From Early Reading Interventions (PALS) (\$16,540) we have two part-time aides to help with early reading intervention. From Title VI funds we have one computer lab aide (\$15,435.00) to help students in the computer lab. 30 teachers totaling \$31,158. Under Other Expenses out of Title I we have a reading specialist and two reading paraprofessional to work with our students and teachers. Out of Title VI funds we have one computer lab aide that works with the students in the computer lab.</p>
<p>2000- Personnel (Benefits)</p>	<p>FICA match for personnel listed in item 1.</p>
<p>3000- Purchased Services</p>	<p>Contracting with Cambridge is estimated at \$254,000 per year. Math and reading coaching to be included. (Per the state contract)</p>
<p>4000 - Internal Services</p>	
<p>5000- Other Charges</p>	
<p>6000- Materials and Supplies</p>	<p>We would like to purchase supplementary reading material and math material. We would like to increase our leveled readers and purchase additional supplies for math as needed (amount \$55,000). We also plan to purchase incentives for teachers and students to increase motivation in the amount of \$25,000.</p>
<p>8000- Equipment Capital Outlay</p>	<p>We plan to purchase tablets or laptops for students as well as software to go with them in order to have additional classroom sets. \$117,000</p>

Tab 8: Year 2 Budget and Narrative for Each Priority School 2013-2014

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

	X	1003(a)	0	1003(g)		
Name of School 2:	Buckingham Elementary School					
Expenditure Codes	Division-Level Expenses (Grant Funded)		School-Level Expenses (Grant Funded)		Total Expenses (Grant Funded)	
					Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ 60,880.00	\$ 60,880.00	\$ 97,638.00	\$ 158,518.00	
2000- Personnel (Benefits)	\$ -	\$ 4,657.32	\$ 4,657.32	\$ 29,546.92	\$ 34,204.24	
3000- Purchased Services	\$ -	\$ 254,000.00	\$ 254,000.00	\$ -	\$ 254,000.00	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -		\$ -	\$ -	\$ -	
6000- Materials and Supplies	\$ -	\$ 45,000.00	\$ 45,000.00	\$ -	\$ 45,000.00	
8000- Equipment Capital Outlay	\$ -	\$ 136,000.00	\$ 136,000.00	\$ -	\$ 136,000.00	
Total	\$ -	\$ 500,537.32	\$ 500,537.32	\$ 127,184.92	\$ 627,722.24	
<p>Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.</p>						
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)					
1000 - Personnel	Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)					
Expenditure Codes	Budget Narrative					

Tab 8: Year 2 Budget and Narrative for Each Priority School 2013-2014

1000 - Personnel	Teacher stipends for 2 teachers at \$500 each for the year to meet with new teachers after school to mentor them. Substitutes for teachers to have PD for 18 teachers to have 4 days each = \$4320. Tutors to come in 4 days a week for 6 hours per day at 21.10 per hour for 10 weeks = 30,384.00. 12 Aides to come in for PD and collaborate with teachers for 7 hrs per day @12.25/hr. for 5 days = \$5,145.00 One substitute aide to come in 4 days a week for 10 weeks to help tutors with paperwork and to be a trained sub tutor when tutors cannot be there at 12.25 per hour for 6 hours per day - 4 days per week for 10 weeks =2,940.00. Curriculum alignment \$17,091.00 Total 60,880.00. Under other expenses we have from Title I Funds 1 reading specialist (\$45,821.00) and 2 paraprofessionals (\$36,382.00) to help with reading. From Title VI funds we have one computer lab aide (\$15,435.00) to help students in the computer lab.
2000- Personnel (Benefits)	FICA for the above personnel \$4,973.00 in number 1. Under oher expenses this is the the FICA match for the employees listed in budget code 1000 (\$29,546.92)
3000- Purchased Services	Contracting with Cambridge is estimated at \$254,000 per year. Math and reading coaching to be included at 20 hour
4000 - Internal Services	
5000- Other Charges	
6000- Materials and Supplies	We need to purchase supplementle reading and math materials. This would include additional leveled readers and math materials and supplies (\$20,000). We also plan to purchase incentives for teacher and student motivation (\$25,000). Total \$45,000
8000- Equipment Capital Outlay	We plan to purchase additional interactive board, laptops or tablets for the students as well as software to go with them. (\$136,000)

Tab 8: Year 2 Budget and Narrative for Each Priority School 2013-2014

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

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

Tab 8: Year 2 Budget and Narrative for Each Priority School2013-2014

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

Tab 8: Year 2 Budget and Narrative for Each Priority School 2013-2014

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

Tab 8: Year 2 Budget and Narrative for Each Priority School 2013-2014

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

	#REF!	1003(a)	#REF!	1003(g)				
Name of School 4:	#REF!							
Expenditure Codes	Division-Level Expenses (Grant Funded)		School-Level Expenses (Grant Funded)		Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$	-	\$	-	\$	-	\$	-
2000- Personnel (Benefits)	\$	-	\$	-	\$	-	\$	-
3000- Purchased Services	\$	-	\$	-	\$	-	\$	-
4000 - Internal Services	\$	-	\$	-	\$	-	\$	-
5000- Other Charges	\$	-	\$	-	\$	-	\$	-
6000- Materials and Supplies	\$	-	\$	-	\$	-	\$	-
8000- Equipment Capital	\$	-	\$	-	\$	-	\$	-
Total	\$	-	\$	-	\$	-	\$	-
<p>Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.</p>								
Sample Entry		Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)						
1000 - Personnel		Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)						
Expenditure Codes		Budget Narrative						

Tab 8: Year 2 Budget and Narrative for Each Priority School2013-2014

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

Tab 8: Year 2 Budget and Narrative for Each Priority School2013-2014

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

Tab 8: Year 2 Budget and Narrative for Each Priority School2013-2014

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

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

Tab 8: Year 2 Budget and Narrative for Each Priority School2013-2014

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

Tab 8: Year 2 Budget and Narrative for Each Priority School2013-2014

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

Tab 9: Year 3 Budget and Narrative for Each Priority School 2013-2014

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 3, October 1, 2015 through September 30, 2016, only**. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-aside, Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part B; Title VI, Part B; and state and/or local resources under "Other Expenses". Completion of the 2015-2016 budget assists VDOE in projecting future allocations and budget planning.

	X	1003(a)	0	1003(g)	
Name of School 1:	Buckingham Primary School				
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ 60,940.00	\$ 60,940.00	\$ 130,658.00	\$ 191,598.00
2000- Personnel (Benefits)	\$ -	\$ 4,661.91	\$ 4,661.91	\$ 35,229.00	\$ 39,890.91
3000- Purchased Services	\$ -	\$ 254,000.00	\$ 254,000.00	\$ -	\$ 254,000.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ 40,000.00	\$ 40,000.00	\$ -	\$ 40,000.00
8000- Equipment Capital	\$ -	\$ 141,000.00	\$ 141,000.00	\$ -	\$ 141,000.00
Total	\$ -	\$ 500,601.91	\$ 500,601.91	\$ 165,887.00	\$ 666,488.91
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.					
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)				
1000 - Personnel	Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)				
Expenditure Codes	Budget Narrative				

Tab 9: Year 3 Budget and Narrative for Each Priority School2013-2014

<p>1000 - Personnel</p>	<p>Teacher stipends for 2 teachers at \$500 each for the year to meet with new teachers after school to mentor them. \$1000. Substitutes for 5 Aides for 10 days at 60.00/day = \$3,000.00 Substitutes for teachers to have PD for 18 teachers to have 4 days each = \$4,320. Tutors to come in 4 days a week for 6 hours per day at \$21.10 per hour for 10 weeks = \$30,384.00, 12 aides for PD and to collaborate with teachers for 7 hrs. day @12.25/day for 5 days = \$5,145.00. Curriculum alignment 30 teachers for 6 hours /day @21.10/hr. x 3 days a week = 11,394.00 and 15</p>
<p>2000- Personnel (Benefits)</p>	<p>FICA for the above \$4661.91 in number 1. Under other expenses this is the FICA match for the employees listed in budget code 1000 (35,229.00)</p>
<p>3000- Purchased Services</p>	<p>Contracting with Cambridge is estimated at \$254,000 for the year.</p>
<p>4000 - Internal Services</p>	

Tab 9: Year 3 Budget and Narrative for Each Priority School 2013-2014

<p>5000- Other Charges</p>	
<p>6000- Materials and Supplies</p>	<p>Leveled reading and other reading supplies. Math manipulatives and supplies as needed. Incentives for teachers and students. \$40,000</p>
<p>8000- Equipment Capital Outlay</p>	<p>Tablets or laptops, headphones, and interactive boards for students as well as software for students. \$141,000</p>

Tab 9: Year 3 Budget and Narrative for Each Priority School 2013-2014

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 3, October 1, 2015 through September 30, 2016, only**. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-aside, Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part B; Title VI, Part B; and state and/or local resources under "Other Expenses". Completion of the 2015-2016 budget assists VDOE in projecting future allocations and budget planning.

	X	1003(a)	0	1003(g)	
Name of School 2:	Buckingham Elementary School				

Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ 60,880.00	\$ 60,880.00	\$ 97,638.00	\$ 158,518.00
2000- Personnel (Benefits)	\$ -	\$ 4,657.32	\$ 4,657.32	\$ 29,546.92	\$ 34,204.24
3000- Purchased Services	\$ -	\$ 254,000.00	\$ 254,000.00	\$ -	\$ 254,000.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ 40,000.00	\$ 40,000.00	\$ -	\$ 40,000.00
8000- Equipment Capital Outlay	\$ -	\$ 140,463.00	\$ 140,463.00	\$ -	\$ 140,463.00
Total	\$ -	\$ 500,000.32	\$ 500,000.32	\$ 127,184.92	\$ 627,185.24

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

Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)
1000 - Personnel	
Other Expenses	Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)
Expenditure Codes	Budget Narrative

Tab 9: Year 3 Budget and Narrative for Each Priority School2013-2014

<p>1000 - Personnel</p>	<p>Teachers stipends for 2 teachers at \$500 each for the year to meet with new teachers after school to mentor them. Substitutes for teachers to have PD for 18 teachers to have 4 days each = \$4,320. Aides for PD and collaborate with teachers 12 aides x 7 hrs/day @12.25 /hr for 5 days = %,145.00. Tutors to come in 4 days a week for 6 hours per day at 21.10/hr. for 10 weeks = 30,384.00. One substitute aide to come in 4 days a week for 10 weeks to help tutors with paperwork and to be a trained sub tutor when tutors cannot be there at 12.25/hr. for 6 hours per day - 4 days/week for 10 weeks = 2,940.00. Curriculum alignment \$17,091.00. Total = 60,880.00. Under other expenses we have from Title I Funds 1 reading specialist (\$45,821.00) and 2 paraprofessionals (\$36,382.00) to help with reading. From Title VI funds we have one computer lab aide (\$15,435.00) to help students in the computer lab.</p>
<p>2000- Personnel (Benefits)</p>	<p>FICA for number 1 in personnel 4657.32. Under other expenses this is the FICA match for the employees listed in budget code 1000 (29,546.92).</p>
<p>3000- Purchased Services</p>	<p>Contracting with Cambridge is estimated at \$254,000 for the school year. This will include math and reading coaching</p>
<p>4000 - Internal Services</p>	
<p>5000- Other Charges</p>	
<p>6000- Materials and Supplies</p>	<p>We would like to purchase sullenmentary reading and math material. We would buy replacement readers and math supplies. We also plan to purchase student and teacher incentives. \$40,000</p>
<p>8000- Equipment Capital Outlay</p>	<p>We plan too purchase tablets or laptops, headphones and interactive boards for students as well as software to go with them. Amount \$140,463.00</p>

Tab 9: Year 3 Budget and Narrative for Each Priority School 2013-2014

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 3, October 1, 2015 through September 30, 2016, only**. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-aside, Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part B; Title VI, Part B; and state and/or local resources under "Other Expenses". Completion of the 2015-2016 budget assists VDOE in projecting future allocations and budget planning.

	#REF!	1003(a)	#REF!	1003(g)				
Name of School 3:	#REF!							
Expenditure Codes	Division-Level Expenses (Grant Funded)		School-Level Expenses (Grant Funded)		Total Expenses (Grant Funded)		Other Expenses	Total With Other Expenses
1000 - Personnel	\$	-	\$	-	\$	-	\$	-
2000- Personnel (Benefits)	\$	-	\$	-	\$	-	\$	-
3000- Purchased Services	\$	-	\$	-	\$	-	\$	-
4000 - Internal Services	\$	-	\$	-	\$	-	\$	-
5000- Other Charges	\$	-	\$	-	\$	-	\$	-
6000- Materials and Supplies	\$	-	\$	-	\$	-	\$	-
8000- Equipment Capital	\$	-	\$	-	\$	-	\$	-
Total	\$	-	\$	-	\$	-	\$	-

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

Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)
1000 - Personnel	
Other Expenses	Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)
Expenditure Codes	Budget Narrative

Tab 9: Year 3 Budget and Narrative for Each Priority School2013-2014

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

Tab 9: Year 3 Budget and Narrative for Each Priority School2013-2014

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

Tab 9: Year 3 Budget and Narrative for Each Priority School 2013-2014

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 3, October 1, 2015 through September 30, 2016, only**. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-aside, Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part B; Title VI, Part B; and state and/or local resources under "Other Expenses". Completion of the 2015-2016 budget assists VDOE in projecting future allocations and budget planning.

	#REF!	1003(a)	#REF!	1003(g)				
Name of School 4:	#REF!							
Expenditure Codes	Division-Level Expenses (Grant Funded)		School-Level Expenses (Grant Funded)		Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$	-	\$	-	\$	-	\$	-
2000- Personnel (Benefits)	\$	-	\$	-	\$	-	\$	-
3000- Purchased Services	\$	-	\$	-	\$	-	\$	-
4000 - Internal Services	\$	-	\$	-	\$	-	\$	-
5000- Other Charges	\$	-	\$	-	\$	-	\$	-
6000- Materials and Supplies	\$	-	\$	-	\$	-	\$	-
8000- Equipment Capital	\$	-	\$	-	\$	-	\$	-
Total	\$	-	\$	-	\$	-	\$	-
<p>Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.</p>								
Sample Entry	<p>Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)</p>							
1000 - Personnel	<p>Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>							
Expenditure Codes	Budget Narrative							

Tab 9: Year 3 Budget and Narrative for Each Priority School2013-2014

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

Tab 9: Year 3 Budget and Narrative for Each Priority School2013-2014

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

Tab 9: Year 3 Budget and Narrative for Each Priority School 2013-2014

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 3, October 1, 2015 through September 30, 2016, only**. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-aside, Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part B; Title VI, Part B; and state and/or local resources under "Other Expenses". Completion of the 2015-2016 budget assists VDOE in projecting future allocations and budget planning.

	#REF!	1003(a)	#REF!	1003(g)		
Name of School 5:	#REF!					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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

Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)
1000 - Personnel	
	Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)
Expenditure Codes	Budget Narrative

Tab 9: Year 3 Budget and Narrative for Each Priority School 2013-2014

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

Tab 9: Year 3 Budget and Narrative for Each Priority School2013-2014

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

Tab 10: Budget Summary for All Priority Schools in the Division Year 1, Year 2, Year 3 and Total Year 1-3

Summary Year 1		All Schools			
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ 121,820.00	\$ 121,820.00	\$ 228,296.00	\$ 350,116.00
2000- Personnel (Benefits)	\$ -	\$ 9,319.23	\$ 9,319.23	\$ 64,775.92	\$ 74,095.15
3000- Purchased Services	\$ -	\$ 508,000.00	\$ 508,000.00	\$ -	\$ 508,000.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ 179,000.00	\$ 179,000.00	\$ -	\$ 179,000.00
8000- Equipment Capital Outlay	\$ -	\$ 181,860.77	\$ 181,860.77	\$ -	\$ 181,860.77
Total	\$ -	\$ 1,000,000.00	\$ 1,000,000.00	\$ 293,071.92	\$ 1,293,071.92
Summary Year 2					
Summary Year 2		All Schools			
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ 105,503.00	\$ 105,503.00	\$ 228,296.00	\$ 333,799.00
2000- Personnel (Benefits)	\$ -	\$ 8,354.32	\$ 8,354.32	\$ 64,775.92	\$ 73,130.24
3000- Purchased Services	\$ -	\$ 508,000.00	\$ 508,000.00	\$ -	\$ 508,000.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ 125,000.00	\$ 125,000.00	\$ -	\$ 125,000.00
8000- Equipment Capital Outlay	\$ -	\$ 253,000.00	\$ 253,000.00	\$ -	\$ 253,000.00
Total	\$ -	\$ 999,857.32	\$ 999,857.32	\$ 293,071.92	\$ 1,292,929.24
Summary Year 3					
Summary Year 3		All Schools			
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	#VALUE!	\$ 121,820.00	\$ 121,820.00	\$ 228,296.00	\$ 350,116.00
2000- Personnel (Benefits)	\$ -	\$ 9,319.23	\$ 9,319.23	\$ 64,775.92	\$ 74,095.15
3000- Purchased Services	\$ -	\$ 508,000.00	\$ 508,000.00	\$ -	\$ 508,000.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -

Tab 10: Budget Summary for All Priority Schools in the Division **Year 1, Year 2, Year 3 and Total Year 1-3**

6000- Materials and Supplies	\$ -	\$ 80,000.00	\$ 80,000.00	\$ -	\$ 80,000.00
8000- Equipment Capital Outlay	\$ -	\$ 281,463.00	\$ 281,463.00	\$ -	\$ 281,463.00
Total	#VALUE!	\$ 1,000,602.23	\$ 1,000,602.23	\$ 293,071.92	\$ 1,293,674.15
Summary Year 1-3 All Schools - 3 Year Summary					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	#VALUE!	\$ 349,143.00	\$ 349,143.00	\$ 684,888.00	\$ 1,034,031.00
2000- Personnel (Benefits)	\$ -	\$ 26,992.78	\$ 26,992.78	\$ 194,327.76	\$ 221,320.54
3000- Purchased Services	\$ -	\$ 1,524,000.00	\$ 1,524,000.00	\$ -	\$ 1,524,000.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ 384,000.00	\$ 384,000.00	\$ -	\$ 384,000.00
8000- Equipment Capital Outlay	\$ -	\$ 716,323.77	\$ 716,323.77	\$ -	\$ 716,323.77
Total	#VALUE!	\$ 3,000,459.55	\$ 3,000,459.55	\$ 879,215.76	\$ 3,879,675.31

Tab 11: 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.

<p>Assurances: The local educational agency (LEA) assures that 1003(a) and 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under Virginia’s <i>ESEA Flexibility Waiver</i> and unwaived requirements under <i>No Child Left Behind Act of 2001</i> (NCLB). This includes the following assurances:</p>
<p>The school division must assure that it:</p>
<p>1. Ensures schools receiving funds implement one of the four USED models or USED turnaround principles.</p>
<p>2. Uses its funds to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements, to include all requirements of the USED turnaround principles:</p> <ul style="list-style-type: none"> • providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround initiative effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget; • ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround initiative effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs; • redesigning the school day, week, or year to include additional time for student learning and teacher collaboration; • strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards; • using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data; • establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs; and • providing ongoing mechanisms for family and community engagement.
<p>3. Uses <i>Indistar</i>™, an online school improvement tool:</p>
<ul style="list-style-type: none"> • Establishes annual goals for student achievement on the state's assessments in both reading/language arts and mathematics; • Documents and describes each action to be implemented, who is responsible and date by which action will be completed. • Collects meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice. • Sets leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and • Completes an analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school.

Tab 12: Assurances

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 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.

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

7. 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).

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

9. 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.

Tab 12: Assurances

10. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs.
11. Collaborates with VDOE-assigned onsite contractor to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform.
12. Provides an annual structured report to a panel of VDOE staff and turnaround leaders detailing the current action plan, current leading and lagging indicators, and modifications to be made to ensure the reform is successful.
13. Reports to the state the school-level data required under the final requirements of this grant, including USED required teacher and principal evaluation data (SIG/TPEC Report).
14. Ensures the school principal is integrally involved in the application process.

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.

Superintendent's Signature:

Date

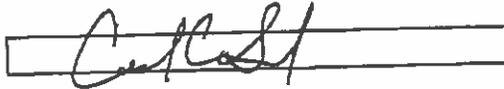
Superintendent's Typed Name:

Tab 12: Assurances

10. Attends OST technical assistance sessions provided for school principals, division staff, and LEP.
11. Collaborates with VDEP assigned on the contract to ensure the LEP division and LEPs maintain the quality of implementation necessary for reform.
12. Provide an annual structured report to a panel of VDEP team and turnaround leaders detailing the current progress, current leading and lagging indicators, and modifications to be made to ensure the reform is successful.
13. Reports to the state the reform level data required under the final requirements of the grant, including USIP results, teacher and principal evaluation data (SIOT/TEC Report).
14. Ensures the school principal is integrally involved in the application process.

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.

Superintendent's Signature:



Date 2-28-14

Superintendent's Typed Name:

Cecil C.
Snead