

Franklin City Cohort IV Priority Grant Application Approved 2014  
 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**

<b>Tab 1:</b> School Information: Provides information about each Priority School in the Division.
<b>Tab 2:</b> Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 1.
<b>Tab 3:</b> Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 2.
<b>Tab 4:</b> Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 3.
<b>Tab 5:</b> Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 4.
<b>Tab 6:</b> Reflection and Planning/Required Elements: Respond to the prompts on the left side of the page for School 5.
<b>Tab 7:</b> Year 1 Budget: Must be completed for each school for Year 1's projected expenditures. Include a narrative for each budget code.
<b>Tab 8:</b> Year 2 Budget: Must be completed for each school for Year 2's projected expenditures. Include a narrative for each budget code.
<b>Tab 9:</b> Year 3 Budget: Must be completed for each school for Year 3's projected expenditures. Include a narrative for each budget code.
<b>Tab 10:</b> 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.
<b>Tab 11:</b> Budget Code Descriptions
<b>Tab 12:</b> Assurances

**Submission Requirements**

<b>On January 3, 2014</b> , 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.
<b>On January 31, 2014</b> , 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.

**Email addresses and phone numbers that should be used for the superintendent's correspondence and/or questions**

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
<b><u>Submit the application via the SSWS dropbox to the persons listed below. (The dropbox allows selection of multiple recipients.)</u></b>
<b><u>Save the file with this format for the name of the file for each submission: Division Name.Date of Submission.xls.</u></b>
Janice Garland, Beverly Rabil, Susan FitzPatrick, and Selena McBride



# Allowable Pre-implementation Activities

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.

<p>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.</p>	<p>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.</p>	<p>Provide information needed to satisfy this requirement in the space below.          -The LEA will share information during the October local board meeting with the parents and the community regarding school performance, interventions and the school improvement plan.          From Tab 2: <i>School 1 Reflections and Planning External Support, Item 3:</i>          Teachers were asked to recommend parents who might be invited to join the school's Transformation Team. Invitations were extended and one parent has accepted. Invitations have been extended to the full parent community asking them to join CommuniTEA Meetings - opportunities to meet with the principal to hear updates relevant to the Priority Schools work and opportunities for parents to provide input. The principal communicates updates and progress to parents through a monthly newsletter, The Pony Express. Monthly updates and progress reports are also presented to the local board of education during their open session meeting. Parents have the opportunity to hear these presentations as well. The local</p>
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		<p>newspaper attends most local board meetings and has followed those meetings by publishing summaries of the updates in the local paper. This is also a component of Newton Alliance, LLC that is addressed within their “5 Strand Design” to enhance the level of involvement of parents in the overall school program.</p>
	<p>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.</p>	<p>Provide information needed to satisfy this requirement in the space below.  -Monthly, the school-based Transformational team that is inclusive of parents meets to discuss the indicators within the School Improvement Plan supported via Indistar. The LEA representative attends these meetings to ensure seamless communication between the LEA, parents and the school. The LTP’s role and results of the LTP’s needs analysis will be communicated at the April/May monthly board meeting. Parent and/or community representatives will serve on the school and/or division Transformation team to meet monthly</p>
<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.  -Please see the information within the School Improvement Grant (<i>Tab 2: School 1 Reflections and Planning and Required Elements #2</i>)  The External Lead Turnaround Partner that is slated to work with S. P. Morton Elementary School is Newton Alliance, LLC formerly Edison Learning, Inc.</p> <p>Scope of Services:  The school is currently warned in Reading/Writing and Mathematics. The majority of the support provided by Newton Alliance, LLC will focus on those aforementioned areas while continuing to monitor student progress in the areas of Science and History. The Scope of Services includes but are not limited to the following:  • In March 2014, Newton Alliance shall conduct a conduct a needs assessment called the Collaborative Quality Analysis (CQA). The CQA is designed to measure School strengths and areas of</p>

	<p>improvement across Newton Alliance’s research-based five strand framework (Leadership, Learning Environment, Assessment for Learning, Pedagogy and Curriculum, Student &amp; Family Support) (“Five Strand Design”) for school improvement and is conducted in conjunction with the School principal and key leaders.</p> <ul style="list-style-type: none"><li>• Newton Alliance will then work with the School’s leadership to develop a customized implementation plan in which actions are prioritized based on the School’s needs and objectives. Newton Alliance shall provide a team of education specialists (collectively, the “Educational Team”) who will provide support and turnaround services, including coaching, mentoring, training, and modeling to the staff of the School. Expertise will be provided in change management and the Newton Alliance Five-Strand Design with a focus on developing site capacity at the School and improving student achievement in reading and mathematics.</li><li>• Each member of the Educational Team will provide forty (40) hours per week of support to the School for the first two contract years and twenty (20) hours per week of support to the School per for the third contract year. The composition of the Educational Team may be adjusted periodically depending on the needs identified at the School.</li><li>• In accordance with Newton Alliance’s professional development programs, Newton Alliance will provide professional development opportunities to the School Educational Team who works closely with the School to provide at-elbow support to the principal, staff, and teachers in order to implement all programs and activities described in the implementation plan, ensure development and growth and to build capacity within the School.</li><li>• Newton Alliance shall also provide the School District with monthly Client Dashboard Reports to keep the School District informed as to the School’s</li></ul>
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		ongoing academic progress. Additionally, upon reasonable notice, Newton Alliance shall make available such additional reports and information that the School District may reasonably require from time to time.
	b. The LEA has provided copies of the request for proposals (RFP), application guidelines for external providers, and criteria used to evaluate applications.	Provide information needed to satisfy this requirement in the space below. The LTP vendor was selected from the state contract award.
	c. The LEA has provided a timeline for recruiting, screening, and selecting external providers.	Provide information needed to satisfy this requirement in the space below. <ul style="list-style-type: none"> <li>- Nov. 2013, Review of state contract award vendors</li> <li>- Jan. 2014, Selection of LTP</li> <li>- March 2014, LTP begins</li> </ul>
3. The LEA will recruit and hire the incoming principal, leadership team, and/or instructional staff.	a. The LEA has described the process for recruiting and hiring of the principal and/or other staff.	Provide information needed to satisfy this requirement in the space below. <ul style="list-style-type: none"> <li>-The principal began employment with FCPS in August of the 2012-2013 school year.</li> <li>-The Director of Human Resources screens potential applicants, schedules interviews and allows principals to recommend the hiring of faculty and staff for their building.</li> </ul>
	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.	Provide information needed to satisfy this requirement in the space below. <ul style="list-style-type: none"> <li>-The activities of the Transformational Team allows for first-hand experience with the intervention model.</li> <li>-The principal and the Director of Instruction receive monthly Technical Assistance Training from VDOE.</li> <li>-The principal will take the information from the Technical Assistance Meetings and share it with the staff.</li> <li>-The Director of Instruction and the LEA school representative will share information with the division-level instructional team.</li> </ul>

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. -Please see the information within the School Improvement Grant ( <i>Tab 7: Year 1 Budget</i> ). Guided Math textbooks for teachers will support the online instruction that teachers are receiving regarding the implementation of guided math. This professional development will enhance the delivery of math instruction and first level intervention.
	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. -Please see the information within the School Improvement Grant ( <i>Tab 7: Year 1 Budget</i> ). Teachers will develop the skills to use guided math strategies to ensure effective instruction in Tier 1, as well as Tier 2 and 3.
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. -Ongoing job-embedded professional development to address teaching/curriculum, assessment design and data analysis will be provided to all faculty and staff to ensure fidelity of implementation and monitoring of indicators TA01, TA02, and TA03.
	b. The LEA has provided a timeline for professional development.	Provide information needed to satisfy this requirement in the space below. -The Comprehensive Qualitative Analysis (CQA) that will allow for the targeting of supports will be completed in March 2014. -The professional development will begin in April and each subsequent month.
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. -The school is currently utilizing <i>DataCation</i> . This system was in use before the school was identified as a Priority School.

in those schools.	b. The LEA has provided a timeline for the development and piloting of the data system.	Provide information needed to satisfy this requirement in the space below. - The school is currently utilizing <i>DataCation</i> . This system was in use before the school was identified as a Priority School.
7. The LEA will conduct other allowable pre-implementation activities.	a. The LEA has described its plan to conduct other allowable pre-implementation activities.	Provide information needed to satisfy this requirement in the space below. -Please see the information within the School Improvement Grant ( <i>Tab 7: Year 1</i> ).
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.	a. The LEA has included a budget summary for pre-implementation activities in each school.	Provide information needed to satisfy this requirement in the space below. -Please see the information within the School Improvement Grant ( <i>Tab 10: Budget and Narrative for Each Priority School</i> ).
	b. The LEA has included the required narrative budget that describes the budget summary in detail.	Provide information needed to satisfy this requirement in the space below. -Please see the information within the School Improvement Grant ( <i>Tab 7: Year 1</i> ).
	c. The LEA pre-implementation budget includes only allowable activities.	Provide information needed to satisfy this requirement in the space below. -Please see the information within the School Improvement Grant ( <i>Tab 7: Year 1</i> ).
	d. The LEA pre-implementation budget is sufficient to fund the activities described in the budget narrative.	Provide information needed to satisfy this requirement in the space below. -Please see the information within the School Improvement ( <i>Tab 7: Year 1</i> ).
	e. The activities described in the budget narrative support the identified needs.	Provide information needed to satisfy this requirement in the space below. -Please see the information within the School Improvement Grant ( <i>Tab 7: Year 1</i> ).
	f. The activities described in the budget narrative can be accomplished within the pre-implementation timeline provided in the application.	Provide information needed to satisfy this requirement in the space below. -Please see the information within the School Improvement Grant ( <i>Tab 7: Year 1</i> ).

Tab 2: School 1 Reflections and Planning  
and Required Elements

<b>School 1 Name:</b>	S. P. Morton Elementary School
<p><b>Reflections and Planning</b></p> <p><b>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.</b></p>	
<b>Question</b>	<b>Response</b>
<p><b>Future Goals:</b></p> <p>1. Please list 3- 5 goals for the upcoming school year:</p>	<p>S. P. Morton Elementary School will work towards accomplishing the following goals on or before the 2015-16 Assessment Year: (1) Increase the overall achievement in the area of reading (2013- 46% English pass rate) to attain full state accreditation of 75% by the 2015-16 assessment year{Indicators K9,K5, K6}; (2) Increase the overall student achievement in an effort to meet the 2015-16 AMO Reading targets. At present the school has a 48% pass rate for ALL STUDENTS where the 2015-16 AMO target for Reading is 75% {Indicators K9,K5, K6}; (3) Increase the overall achievement in the area of math (2013- 40% Math pass rate) to attain full state accreditation of 70% by the 2015-16 school year {Indicators K9,K5, K6}; (4) Increase the overall achievement to meet the 2015-16 AMO Mathematics targets for ALL STUDENTS. At present the school has a pass rate of 39% for all students where the 2015-16 AMO target for Mathematics is 70% {Indicators K9,K5, K6}; and (5)Increase the overall achievement to meet the 2015-16 AMO Mathematics targets for Gap Group 1 (70%) and Gap Group 2 (70%). At present the school has a pass rate of 52% for Gap Group 1 and 51% for Gap Group 2 {Indicators K9,K5, K6}.</p>
<p><b>School Climate:</b></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>Effort to change the climate of S. P. Morton Elementary has been intentional since the beginning of the 2013-2014 school year. The school year began officially for teachers and other staff August 2013 when the principal facilitated a full day session entitled, Lessons From the Mouse, and included "lessons" from a book of the same title. At its heart, Lessons From the Mouse presents ten lessons that guide readers in applying excellence in their own organizations, careers, and lives. The principal set the stage for the school year by teaching the lessons and encouraging the staff to embrace (and live) them. During this time a vision for the school was cast and vision and mission statements were adopted along with belief statements. The principal had banners of the statements created and they are displayed in the school lobby. Each week the principal sends an e-memo to staff. The memo communicates important updates and reminders for the upcoming week. It is also a vehicle through which the principal maintains the vision. The climate is ever-changing but is, overall, positive and upbeat, professional and one of commitment to excellence. OUR VISION: ENGAGED Students + QUALIFIED Personnel + INVOLVED Parents + SUPPORTIVE community = a WORLD CLASS SCHOOL and GRADUATES, college, career and life ready! OUR MISSION: S. P. Morton Elementary, through partnership with parents and the community, fosters an environment that inspires and models academic excellence, leadership, collaboration and a world-class education to equip students with choices to take their place anywhere in the world. CORE BELIEFS &amp; COMMITMENTS: Our core business is teaching and learning. And we will give it priority over all other functions of the school system. At present there are no unsuccessful strategies to report.</p>
<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>There remain some resistant staff - resistant to the change critical to the realization of the new vision. There is also much work to be done with home/school relationships to help parents understand and embrace the vision, mission and core beliefs critical to our school's (and their children's) success.</p>

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<p><b>PROCESS STEPS / ATMOSPHERE OF CHANGE</b></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>The School Transformation Team (STT) has representation from all facets of the school - certified personnel, classified personnel, students and parents. Students were more involved during the 2012-2013 school year than during the present year, so there is work to be done in this area. More parents need to be directly involved as well. There is also an LEA representative who is assigned to the STT and that individual is charged with disseminating the information gleaned from the STT to the Division Instructional/Leadership Team. The School Transformation Team members meet with the principal at least once monthly. During the face-to-face STT meetings, members discuss the Priority School Indicators, tasks, relevant data, the vision and other relevant and related topics. Between STT meetings, team members work with smaller teams (e.g. grade level teams, paraprofessional teams, educational specialists team, etc.) to review the indicators and draft assessment statements that are later shared with the full STT for review and possible revision before being finalized in Indistar. Team members also are charged with updating their teams on the full work (not just select indicators) of the STT. The principal shares updates and communicates decisions with the full staff through faculty/staff meetings and with parents through newsletters and once monthly face-to-face chats called CommuniTEA Meetings. During these meetings the principal also solicits feedback and input making clear that the improvement plan is a living plan always subject to change.</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>Each team member's strengths, interests, areas of expertise and job requirements are considered when responsibilities are divided. Some team members are assigned specific indicators for review, for sharing and to draft assessment statements or develop draft tasks. Other indicators are assigned to ALL team members.</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>Monitoring of new strategies, new practices and the application and implementation of new learning from professional development are monitored in multiple ways including administrative (principal, assistant principal, Dean of Students) observation during informal classroom walkthroughs and formal observations. Educational Specialists (Reading, Mathematics) also conduct classroom observations specifically for the monitoring of implementation and the designing of follow-up or new learning experiences. Most recently the Division Instructional/Leadership Team has conducted "Sweeps" to look for implementation of new strategies/practices into the classroom. Periodically teachers are surveyed (electronically) giving them opportunity to assess and provide feedback on their own implementation. At times the principal videotapes teachers as part of the monitoring process and engages these teachers in reflection related to the success and effectiveness of their own practices. If implementation lacks fidelity and/or if teachers seem to lack understanding, skill, knowledge, etc. for successful and effective implementation, administration and/or Educational Specialists determine appropriate actions which may include re-teaching, modeling, observation of effective teachers, etc. If a strategy or practice should be determined not to be effective (and the issue is not one of implementation), then the strategy or practice would be terminated and another explored.</p>

Tab 2: School 1 Reflections and Planning  
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<p><b>INSTRUCTION</b></p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)</p>	<p>TA01: SP Morton uses a variety of data and several tools to identify students at risk of failure and to assign research-based interventions for students. The tools used to gather data for the purpose of identifying students' needs in reading include the Phonological Awareness Literacy Screening (PALS), iStation, DSA, DRA2 and district pre-tests and benchmark assessments. The tools used to gather data for the purpose of identifying students' needs in Mathematics include iReady and local benchmark assessments. Teacher formative assessments are used as a data point for both Reading and Mathematics. Building administration also reviews SOL data at the end of each school year to identify "Recovery Students," those students failing one or more SOL Assessments. These students are immediately targeted for intervention (e.g. summer school, beginning-of-the-year tutoring). iStation and iReady are the internet-based programs that SP Morton uses to meet the identified reading and math needs of our students.</p> <p>TA02: Students identified through assessment outcomes as needing additional teaching should receive this instruction using methods that are individual and targeted rather than a "one size fits all" approach. The development of individual or small group interventions should include research-based methods, materials, technology sources, timeframes and ongoing assessment of student progress. This process is often referred to as tiered instruction and is the process SP Morton Elementary employs. A variety of data and several tools are used to identify students at risk of failure and to assign research-based interventions for students. The tools used to gather data for the purpose of identifying students' needs in Mathematics include iReady and local benchmark assessments. These tools and the current processes and schedules for utilizing these tools were determined by the Division. The school seeks to differentiate interventions for Tier 1, Tier 2 and Tier 3 students. Examples include the assignment of iStation and iReady. For the former, Tier 1 students receive a minimum of 30 minutes per week of instruction through this tool while Tier 3 students receive a minimum of 90 minutes per week of instruction. Tier 2 students receive a minimum of 60 minutes of instruction per week. Frequency and duration of the latter intervention is likewise differentiated.</p> <p>TA03: Currently teachers meet twice monthly in mandatory grade level teams along with building administration to discuss/review/disaggregate data to determine correlations to students' academic needs and instructional changes that can positively impact student outcomes. Teachers meet in grade level teams at other times during the month as the team determines necessary. Minutes are captured for all meetings. Minutes reflect dialogue about specific students and their needs, growth, movement among tiers, etc. Student growth/movement is also monitored through the school's data room and related charts, tables, visual displays, etc. The school has established common practices for tiering students and common definitions for each tier. These practices and definitions also foster consistency when students are "moved" between/among tiers. The Division Strategic Support Team also visits the school monthly to monitor the movement of students among tiers and steps going forward</p>
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<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	<p>a) Data (common assessment, formative assessment, benchmark, teacher observation, etc.) guide lesson planning and drive instructional decision-making helping teachers plan small group instruction for students across three tiers - 1, 2 and 3. Tier 1 students often receive assignments designed to challenge their thinking and to provide them more in-depth study of content. Some Tier 1 students are eligible for and receive Type 2 services from a certified teacher of the Gifted. While some students do not meet the criteria to be identified as Type 2 students, they are included in Type 2 activities and instruction through a push-in and/or pull-out model.</p> <p>b) S.P. Morton teachers are growing in their ability to design and administer formative assessments. Currently teachers create and administer common formative assessments using the data to differentiate instruction to small, flexible groups of students.</p>
<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>All classroom teachers are required to administer baseline assessments and establish at least two SMART goals for the students they teach (including Art, Music, PE, Media Specialist). Teachers are also expected to administer an end-of-the-year assessment to document student growth and that goals have been realized. During the course of the school year, the expectation is that teachers plan and facilitate instruction that will support student growth and that teachers capture and analyze assessment (formative, common, benchmark, i-Ready, i-Station, PALs, DRA, DSA) data that reflects accurately student growth. These data guide instructional planning and drive instructional decision making. Teachers meet with administration at mid-year to review data and goals and to determine what, if any, additional interventions are warranted or whether current practices need to change.</p>
<p><b>EXTERNAL SUPPORT</b> 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>Currently the school partners with the Boys &amp; Girls Club, an organization that shares the physical plant. Services are offered to S. P. Morton students five days each week (3:30 - 8:00 p.m. during the school year; 8:00 a.m. - 6:00 p.m. during the summer). The Club has partnered with the school to provide tutorial services for grade 3 using Club funding and S. P. Morton teachers. Currently the Club is pursuing additional funding to expand services to grades 4 and 5. The Franklin Education Foundation offers teachers the opportunity to apply for grants that will support educational projects. Several S. P. Morton educators have received funding this school year to support the academic achievement of students.</p>

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<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	<p>The External Lead Turnaround Partner that is slated to work with S. P. Morton Elementary School is Newton Alliance, LLC formerly Edison Learning, Inc.</p> <p>Scope of Services: The school is currently warned in Reading/Writing and Mathematics. The majority of the support provided by Newton Alliance, LLC will focus on those aforementioned areas while continuing to monitor student progress in the areas of Science and History. The Scope of Services includes but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• In March 2014, Newton Alliance shall conduct a needs assessment called the Collaborative Quality Analysis (CQA). The CQA is designed to measure School strengths and areas of improvement across Newton Alliance’s research-based five strand framework (Leadership, Learning Environment, Assessment for Learning, Pedagogy and Curriculum, Student &amp; Family Support) (“Five Strand Design”) for school improvement and is conducted in conjunction with the School principal and key leaders.</li> <li>• Newton Alliance will then work with the School’s leadership to develop a customized implementation plan in which actions are prioritized based on the School’s needs and objectives. Newton Alliance shall provide a team of education specialists (collectively, the “Educational Team”) who will provide support and turnaround services, including coaching, mentoring, training, and modeling to the staff of the School. Expertise will be provided in change management and the Newton Alliance Five-Strand Design with a focus on developing site capacity at the School and improving student achievement in reading and mathematics.</li> <li>• Each member of the Educational Team will provide forty (40) hours per week of support to the School for the first two contract years and twenty (20) hours per week of support to the School per for the third contract year. The composition of the Educational Team may be adjusted periodically depending on the needs identified at the School.</li> <li>• In accordance with Newton Alliance’s professional development programs, Newton Alliance will provide professional development opportunities to the School Educational Team who works closely with the School to provide at-elbow support to the principal, staff, and teachers in order to implement all programs and activities described in the implementation plan, ensure development and growth and to build capacity within the School.</li> <li>• Newton Alliance shall also provide the School District with monthly Client Dashboard Reports to keep the School District informed as to the School’s ongoing academic progress. Additionally, upon reasonable notice, Newton Alliance shall make available such additional reports and information that the School District may reasonably require from time to time.</li> </ul>
<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>Teachers were asked to recommend parents who might be invited to join the school's Transformation Team. Invitations were extended and one parent has accepted. Invitations have been extended to the full parent community asking them to join CommuniTEA Meetings - opportunities to meet with the principal to hear updates relevant to the Priority Schools work and opportunities for parents to provide input. The principal communicates updates and progress to parents through a monthly newsletter, The Pony Express. Monthly updates and progress reports are also presented to the local board of education during their open session meeting. Parents have the opportunity to hear these presentations as well. The local newspaper attends most local board meetings and has followed those meetings by publishing summaries of the updates in the local paper. This is also a component of Newton Alliance, LLC that is addressed within their “5 Strand Design” to enhance the level of involvement of parents in the overall school program.</p>

Tab 2: School 1 Reflections and Planning  
and Required Elements

<p><b>STAFFING &amp; RELATIONSHIPS</b></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 2012-2013 school year was the principal's first year at S. P Morton Elementary. At the end of that year, the principal, referring to her data (observation, walkthrough, testing, etc.) made several staffing assignment changes with the goal being to match student need with teacher strength. Reassignments were completed (early June) before new hires were made so that the principal and the Human Resources (HR) Department could engage in a targeted personnel search. The division requires the completion of Letters of Intent (annually, January). These documents enable the principal and HR to begin planning for the following school year. Additionally, the principal endeavors to maintain open communication with staff and they have apprised her openly and honestly of intent - to retire, to relocate, etc. Furthermore, multiple data sets are captured and analyzed including but not limited to testing (formative, common, benchmark), attendance (teacher, student), health, and discipline.</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>Prior to the beginning of each school year HR provides each principal detailing of teacher evaluation requirements - the number of evaluations, due dates and other requirements (e.g. Formative, Summative, Goals, etc.). Principals and Assistant Principals and S. P. Morton's Dean of Students, who is a certified and experienced administrator, conduct and report monthly evaluations per the HR schedule. S. P. Morton must conduct a minimum of 30 informal classroom walkthroughs and 12 formal classroom observations. The 12 formal classroom observations can be subsumed in the 30 informal classroom walkthrough requirements. Pre-observation conferences may be conducted. Following formal observations, administrators and teachers engage in post-observation conferences. As part of the teacher evaluation process, teachers administer baseline assessments and set a minimum of two SMART goals intended to improve student achievement and/or behavior. Mid-year conferences are conducted (administration/teachers) to review data, student progress and teacher progress relevant to the SMART goals. According to the HR schedule, Summative Evaluations are conducted for select personnel at year's end.</p>

Tab 2: School 1 Reflections and Planning  
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<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.</p> <p>b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	<p>a) Currently, the division provides a sign-on bonus for new teachers who accept employment with the school system. Principals recognize a faculty/staff member each month as directed by the Superintendent. Principals hold assemblies and recognize students for academic achievements. This is an area of growth for S. P. Morton and the school district.</p> <p>b) Campus administration conducts regular classroom observation (minimum of 30 monthly classroom walkthroughs and 12 monthly formal classroom observations). Administration meets at least four times monthly with staff (twice in Data Dialogue meetings - grade level teams; twice monthly in full Faculty meetings). Additionally, administration (principal and assistant principal) maintains an open door policy and engages with the staff in formal and informal, work-related and personal conversations. Teachers communicate openly with administration via email, text message, telephone calls and written notes. Administration routinely and regularly review and analyze (aggregate, disaggregate) multiple data sets (testing, attendance, discipline, etc.) by grade level, by content area and by individual teacher. All of these practices provide administration a clear picture of staff needs and guide the design and delivery of professional learning experiences which may include but are not limited to workshops, conferences, reading assignments, observation of peers, co-teaching, and observation of model teaching by an educational specialist.</p>
<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>The principal is evaluated utilizing The Principal Evaluation System. The superintendent provides the principal with feedback regarding her performance. Formally, this is done at the onset of the school year, mid-year and at the end of the year. Informally, the superintendent has conversations with all administrators throughout the school year, based on necessity.</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? <b>(Applies to continuation applications ONLY)</b></p>	<p>This is not applicable, as the External Lead Turnaround Partner has not yet begun their work with S. P. Morton Elementary School.</p>

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<p><b>DECISION-MAKING PROCESS &amp; AUTONOMY</b></p> <p>1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p>	<p>The decision-making process is one of collaboration between the principal and the central office. The principal garners input from those stakeholders that she selects and shares the consensus from the site with the division team. The vision and the mission of the school have been set forth by S. P. Morton Elementary School faculty and staff. The vision and mission statements were then shared with central office. The school also underwent an Academic Review in 2012-13 and the essential actions as set forth by the Virginia Department of Education have contributed to the directionality of the school improvement efforts. Once the External Lead Turnaround Partner is hired, the collaborative effort will continue to include their voice as well in the decision-making process regarding the transformation of S. P. Morton into a Fully Accredited school.</p>
<p>2. What policies or practices exist as barriers that may impede the school's success? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices). List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)</p>	<p>a) Barrier 1: There are faculty and staff that are not showing evidence of being able to meet the needs of the students in their charge. Those persons are being provided supports with the hope that they will improve in their practices and begin to positively impact student achievement. Solution: Follow the parameters of the Teacher Performance Evaluation System and produce the proper documentation to remove ineffective personnel who consistently negatively impact student achievement.</p> <p>b) Barrier 2: Teacher turnover and the location of the rural school division, thus making it difficult to recruit teachers with a strong knowledge of how to effectively teach reading and mathematics to our students and it is difficult to retain teachers who are of the highest quality. Solution: Recruit earlier, visit various recruiting fairs, and integrate some fiscal incentives to encourage effective teachers to stay.</p>
<p><b>PHASE OUT PLANNING</b></p> <p>1. a. What services should be maintained after these federal funds and supports end?</p> <p>b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p>	<p>Much of what is included in the SIG relates to building the capacity of the faculty and staff to promote increased student achievement; therefore, the opportunities for professional development and coaching can be sustained with proper support, monitoring and feedback from the school administrators or their designees and from that of the central office team.</p> <p>The division will also collaborate with Newton Alliance, LLC to determine the status of S. P. Morton at the end of each year and work together to design their phase out plan to decrease/limit their direct involvement as we approach the third year of the grant.</p> <p>The district can support the after school program, day tutors, and summer school programs within the general fund. This can be done by asking for more than level funding each year so that the division contribution towards these efforts can increase each year to eventually support 100% the extended program after the grant has dissolved.</p> <p>The school district in collaboration will the school will have to look for creative ways to provide recognition and incentives to teachers at the end of the grant.</p>

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2. What supports from the state would be the most helpful?	The following supports from the state would be most helpful: 1. Provide the school division with as much support as possible to design and implement a curriculum guide that is both rigorous, appropriate and completely aligned to the VDOE Framework. 2) Continue to support/provide training (both content and process) across the Commonwealth of Virginia that increases the capacity of the instructional staff, administrators, and central office personnel to increase student achievement.
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**Required Elements**  
**Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.**

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

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<p>3. Total number of minutes in the 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><b>*This information will be shared with USED.</b></p>	<p>The school day begins at 8:20 am and ends at 3:20 pm. Early dismissal days students attend from 8:20 am-1:20 pm. The division calendar is designed to ensure 180 days of instruction for the student and of those 180 days, 11 are early dismissal days. [ 7 hours/day X 60 min/hour x 169 full days of instruction = 70,560 minutes] + [4 hours/day x 60 min/hour x 11 early dismissal days =2,460 minutes] =73,020 minutes for the school year. These total minutes are inclusive of humanities, intervention during the school day, lunch, and instruction time pertaining to specific content areas.</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><b>Total Students:</b> There are 708 total students at S. P. Morton Elementary School. There are 375</p> <p><b>Male:</b> males and 333 females who make up the population of the elementary school. The</p> <p><b>Female:</b> racial composition of the school consist of the following: six (6) Asian students, 567</p> <p><b>Asian:</b> Black or African American students, 17 Hispanic/Latino students, and 97 White</p> <p><b>Black:</b> students. There are 61 students who fall under the special education umbrella and</p> <p><b>Hispanic:</b> there are 12 students who are identified as 504 students. There are three (3)</p> <p><b>White:</b> Limited English proficient students with one (1) student in Pre-Kindergarten, one (1)</p> <p><b>Students with disabilities:</b> in Kindergarten, and one (1) in fourth grade. There are no migrant or homeless</p> <p><b>Limited English proficient:</b> students served at S. P. Morton Elementary School. Lastly, there are 555</p> <p><b>Migrant:</b> economically disadvantaged students and this number is inclusive or 47 Pre-</p> <p><b>Homeless:</b> Kindergarten students.</p> <p><b>Economically disadvantaged:</b></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>Over a three year period, the school report cards shows a significant decline in reading from 2011-2012 to 2013-14 at 75%, 68% and 46% respectively. This is an area that must be addressed as the school showed a 22% decline. The 2012-13 administration of reading test shows that no grade level showed a pass rate higher than a 59% (3rd grade=59%; 4th grade =38%; and 5th grade = 49%). The work needed in reading is significant and directly points to an issue regarding the capacity of the instructors to deliver reading instruction effectively.</p> <p>Over the three year period, the school report card shows a decline in mathematics pass rate from 2011-2012 to 2013-14 at 83%, 41%, and 40% respectively. This is an area that showed a significant decline (-42%) after the inception of the new, more rigorous math SOL assessment. The team was not able to rebound as the performance from 2012-13 to 2013-2014 is essentially the same. The work needed in the area of mathematics is just as significant as the work needed in reading and for much the same reason-effective delivery of instruction.</p>
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<p>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p>	<p>1) The school was originally erected in 1965 (original footage 40,499 square feet). They added to the building in 1990 of 30,565 square feet). 2) There are 56 instructional classrooms. 3) The library has an office with an AV storage room. There is one circulation desk. Computers and printers are present. Tables are available for students to be seated to receive instructional information as put forth by the Media Specialist. Lastly, it has the shape of a semi-circle. 4) The cafeteria has two serving lines and tables with adjoining seats that adequately serve the student population. 5) The size of the gymnasium allows for physical activity in a full sized gymnasium. The gymnasium is equipped with basketball goals and other play equipment and it has bleachers for seating.</p>	
<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p><b>The school has 4 document cameras, 91 desktop student computers and 59 desktop teacher computers. Kindergarten -third grade have no more than 2 student desktops computers per classroom with the overwhelming majority of the classrooms having 1 student desktop computer. The school has received a computer cart that houses 25 laptops. The school would need at minimum 5 Promethean Boards to ensure that all core classrooms have an interactive white board. The school has 4 computer laboratories. The iReady Math Lab has 42 computers, the keyboarding lab has 28 computers, the iStation lab has 23 computers and there is an open lab with 21 computers. The goal is to establish equity among teachers and grade levels so that all students can have access to a 21st Century education.</b></p>	
<p><b>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.</b></p>		
<p><b>Set 1 Category</b></p>	<p><b>Number of Teachers</b></p>	<p><b>Percentage of All Teachers</b></p>
<p>Highly qualified teachers</p>	<p>59</p>	<p>100.00%</p>
<p>Teachers (not highly qualified)</p>	<p>0</p>	<p>0.00%</p>

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<b>Set 2 Category</b>	<b>Number of Teachers</b>	<b>Percentage of All Teachers</b>
Teachers with less than 3 years in grade/subject	16	27%
Number of teachers with a provisional license	4	7%

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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	# of Instructional Staff
	0	10
	1	7
	2	5
	3	3
	4	5
	5	3
Sample:	6	1
Yrs #Instructional Staff	7	2
0 1	9	4
1 6	12	4
2 4...	13	1
	15	2
	16	3
b. Total number of days teachers worked divided by the number of teaching days (2012-2013).	18	1
	19	1
	21	1
	25	1
	26	2
	28	1
	33	2
The total number of days teachers worked (59 licensed staff x 180 instructional days = 10,620 total days - 710 days absent) is 9,910 days worked. This results in a 92.2% (9,910 days / 10,620 days) licensed staff attendance rate for the year.		
<b>Required Elements</b>		
<b>Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.</b>		
<b>Required element</b>	<b>Response</b>	

Tab 2: School 1 Reflections and Planning  
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<p>1. a. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.</p> <p>b. Provide a timeline.</p>	<p>a) S. P. Morton has been designated as a school who will use the Transformation Model. The division will make sure that the following occurs to ensure full and effective implementation: The division will continue to utilize the LEA Transformation Team (also the Division Instructional Team, Division Strategic Support Team (DSST) and the Division Leadership Team) to assess indicators outlined within the Transformation Tool Kit and to create action steps (Tasks). The LEA Transformation Team designee who serves on the school Transformation Team will share the information (assessment and tasks) gleaned from the Division Level Transformation Team at the site based Transformation Team Meeting where feedback will be provided and changes to task etc. will be discussed. The Division Level Transformation Team will convene at minimum one designated day during two selected weeks each month. The principal and the LEA Transformation Team designee (along with the ELTP) will attend all Technical Assistance Training session provided by the Virginia Department of Education's Office of School Improvement to make sure that all parties are working towards the same ends. Monthly Division Strategic Support Team Meetings will continue to be in place. This allows for the DSST to monitor tiered intervention efforts and student movement among tiers. The school will have Leadership meetings, professional learning communities and other opportunities to collaborate with the ELTP to discuss progress towards meeting the goals embedded within the School Improvement Plan. b) Timeline: We have already begun this process. Currently, the schedule is as follows: S. P. Morton has Transformation Meetings scheduled (January 21, 2014; February 18, 2014; March 18, 2014; April 15, 2014; and May 20, 2014). The Instructional Team Meetings/Transformation Team Meetings are held each Tuesday of each month and this will continue. The remaining Technical Assistance Meetings are scheduled to convene on January 14, 2014 and February 19, 2014. Once ELTP is hired additional information will be added to the timeline. Thus, 2013-14 SY will be the Pre-Implementation period that will consist of the securing an external lead turnaround partner, conducting a CQA (needs assessment), providing training and putting in processes and procedures to support the beginning of the Transformation process; 2014-15 SY will consist of intensive monitoring of the external lead turnaround partners and their implementation of their five strand design to build the capacity of the faculty, staff and administration to positively impact student achievement; and 2015-16 SY will be the Phase Out period where the amount of support provided by the external lead turnaround partner will be lessened. This phase should evidence an increased capacity of the faculty and staff to impart instruction to sustain improvement.</p>
<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>The school district has gone through the selection process last year and information from several vendors were examined at that time. The division also collaborated with the Virginia Department of Education/Office of School Improvement with regards to the decision-making process pertaining to the selection of the external partner. Due to the size of the school district, that is composed of 3 schools, one of which is already in Priority status and working with the Newton Alliance, Inc., the superintendent along with the support of the school board, explored the option to employ Newton Alliance, Inc. to support S. P. Morton Elementary School, as well. The superintendent then collaborated with the principal of the S. P. Morton and gathered feedback to determine whether or not to continue to move forward with contracting with Newton Alliance, Inc. The middle school that is supported by Newton Alliance, Inc. at present, has indicated that they are pleased with the level of support that is being provided as evidenced by student achievement data. The school division expects to see growth at the middle school in the warned areas of reading, math and history. Thus to create a seamless level of improvement among elementary and secondary schools (vertical alignment) the division has elected to utilize Newton Alliance, Inc. as the external lead turnaround partner for S. P. Morton Elementary School ie. the Five Strand Design will be evidenced from PK to Grade 8.</p>

Tab 2: School 1 Reflections and Planning  
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<p>3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.</p>	<p>The following are goals as set forth in the Newton Alliance, LLC agreement: Spring 2013 English 69%, Spring 2013 Math 66%; Spring 2014 English 72%, Spring 2014 Math 68%; Spring 2015 English 75%, Spring 2015 Math 70%. If teacher capacity is strengthened thus resulting in students having a higher rate of acquisition of math and English skills, there exists the strong possibility that the school will be able to meet the 70% pass rate in math and the 75% pass rate in English at the end of the Spring 2014 SOL administration.</p>
<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>The division has the capacity to serve its Priority Schools. The Division Leadership Team/LEA Transformation Team is composed of personnel (83%) who have been in the division for less than 2 year and the Priority principals have been in the division for less than 2 year. This team that comes with new ideas and varying skill sets will work collaboratively to bring the faculty and staff and the community on board with the vision of returning to full accreditation and meeting all AMOs. It is also expected that Newton Alliance, LLC and the VDOE/OSI contractor will work with the school district to strengthen the capacity of the school division team to serve the Priority school.</p>
<p><b>Required Elements</b> <b>Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</b></p>	
<p>1. Steps taken to secure the continued support of the local school board for the reform model chosen</p>	<p>Not applicable</p>
<p>2. Steps taken to secure the support of the parents for the reform model selected</p>	<p>Not applicable</p>

Tab 2: School 1 Reflections and Planning  
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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)	Not applicable
4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	Not applicable

Tab 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)		
<b>Name of School 1:</b>	S. P. Morton Elementary School					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
<b>1000 - Personnel</b>	\$ -	\$ -	\$ -	\$ 115,088.00	\$ 115,088.00	
<b>2000- Personnel (Benefits)</b>	\$ -	\$ -	\$ -	\$ 85,755.60	\$ 85,755.60	
<b>3000- Purchased Services</b>	\$ -	\$ 363,541.69	\$ 363,541.69	\$ 27,000.00	\$ 390,541.69	
<b>4000 - Internal Services</b>	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>5000- Other Charges</b>	\$ -	\$ 1,200.00	\$ 1,200.00	\$ 2,050.00	\$ 3,250.00	
<b>6000- Materials and Supplies</b>	\$ -	\$ 395.00	\$ 395.00	\$ 63,321.85	\$ 63,716.85	
<b>8000- Equipment Capital</b>	\$ -		\$ -	\$ -	\$ -	
<b>Total</b>	\$ -	\$ 365,136.69	\$ 365,136.69	\$ 293,215.45	\$ 658,352.14	
<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>						
<b>Sample Entry</b>	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)					
<b>1000 - Personnel</b>	<b>Other Expenses</b> 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)					
<b>Expenditure Codes</b>	<b>Budget Narrative</b>					

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

<b>1000 - Personnel</b>	** ALL INFORMATION REQUESTED IS DIRECTLY RELATED TO INDICATORS K9, K5, K6 THAT ADDRESS PROFICIENCY IN READING AND/OR MATHEMATICS. **
<b>2000- Personnel (Benefits)</b>	*Included in the Title I, Part A grant are FICA costs associated with the Remediation Coaches and Literacy Coordinators Remediation Coaches and Literacy Coordinator (FICA: \$84,654.00). The state provides the school division with funding to support summer school (\$1101.60 )
<b>3000- Purchased Services</b>	<p>&gt;&gt;Catapult Learning, formerly EdisonLearning, Inc., will serve as the External Lead Turnaround Partner for S. P. Morton Elementary School. Year 1 will be prorated based on when the contract is approved by Virginia DOE and services begin. The stated fees below assume that services begin in March 2014 and that Year 1 includes 7 months of services. The Services Fee shall be payable monthly on the 1st of each month commencing in April 2014 and due on or before 45 days from receipt of invoice. Year 1: Seven months of service (March 2014 through September 2014) for a total basic fee of \$42,791.67 per month in 7 monthly installments March 2014 to September 2014 (\$299,541.69)</p> <p>&gt;&gt;To increase the proficiency of the K-5 teachers in the delivery of reading instruction a foundations course pertaining to the provision of reading instruction from an accredited Virginia university will be instituted. The graduate level course for credit would cost \$700.00 per teacher. It is estimated that approximately 15 teachers will take advantage of this opportunity (\$10,500.00).</p> <p>&gt;&gt;To increase the proficiency of the K-5 teachers in the delivery of mathematics instruction via participation in an online course entitled Using Guided Math to Strengthen Student Math Learning presented by the Bureau of Education &amp; Research at a rate of \$149 per teacher (\$3500.00).</p> <p>&gt;&gt; The support of the VDOE/OSI contractor will be needed to facilitate the Transformation process (\$50,000.00)</p>
<b>4000 - Internal Services</b>	

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

<p><b>5000- Other Charges</b></p>	<p>&gt;&gt;Expenses associated with attending Technical Assistance Training would cost approximately \$1200.00 (hotel/travel/meals)</p> <p>*Included in the Title I, Part A grant is funding to address the expenses associated with attending a wealth of reading and math conferences (\$2050.00).</p>
<p><b>6000- Materials and Supplies</b></p>	<p>Guided Math textbooks for teachers (\$395.00) are needed to support the online instruction that teachers are receiving regarding the implementation of guided math. This professional development will enhance the delivery of math instruction and first level intervention.</p> <p>*Included in the Title I, Part A grant is funding for both instructional materials and supplies as well as material and supplies to support parental involvement (\$2880.00). Total Virginia Public School Authority Grant (VPSA) monies from the Supplemental and Standard Grant spent at S. P. Morton this year totals (\$60,441.85). Technology items purchased with those VPSA funds include Laptops, AeroHive Access Points, 1 computer cart, parts, cabling, and installation.</p>
<p><b>8000- Equipment Capital Outlay</b></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)			
<b>Name of School 1:</b> S. P. Morton 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	\$ -	\$ -	\$ -	\$ -	\$ -	
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -	
3000- Purchased Services	\$ -	\$ 520,500.00	\$ 520,500.00	\$ -	\$ 520,500.00	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ 1,200.00	\$ 1,200.00	\$ -	\$ 1,200.00	
6000- Materials and Supplies	\$ -		\$ -	\$ 60,000.00	\$ 60,000.00	
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total</b>	<b>\$ -</b>	<b>\$ 521,700.00</b>	<b>\$ 521,700.00</b>	<b>\$ 60,000.00</b>	<b>\$ 581,700.00</b>	
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.						
<b>Sample Entry</b>	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)					
<b>1000 - Personnel</b>	<b>Other Expenses</b> 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)					
<b>Expenditure Codes</b>	<b>Budget Narrative</b>					

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

<p><b>1000 - Personnel</b></p>	
<p><b>2000- Personnel (Benefits)</b></p>	
<p><b>3000- Purchased Services</b></p>	<p>Catapult Learning, formerly EdisonLearning, Inc., will serve as the External Lead Turnaround Partner for S. P. Morton Elementary School.</p> <p>The Services Fee shall be payable monthly on the 1st of each month commencing in February 2014 and due on or before 45 days from receipt of invoice. Year 2: Twelve months of service (October 2014 through September 2015) for a total basic fee of \$42,791.67 per month in 12 monthly (\$513,500.00)</p> <p>To increase the proficiency of the K-5 teachers in the delivery of reading instruction a foundations course pertaining to the provision of reading instruction from an accredited Virginia university will be instituted. The graduate level course for credit would cost \$700.00 per teacher. It is estimated that approximately 10 teachers will take advantage of this opportunity (\$7,000.00).</p>
<p><b>4000 - Internal Services</b></p>	

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

<p><b>5000- Other Charges</b></p>	<p>Expenses associated with attending Technical Assistance Training would cost approximately \$1200.00 (hotel/travel/meals)</p>
<p><b>6000- Materials and Supplies</b></p>	<p>*Estimated Virginia Public School Authority Grant monies allocated to S. P. Morton for the 2014-15 school year totals (\$60,000).</p>
<p><b>8000- Equipment Capital Outlay</b></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	<b>1003(a)</b>	0	<b>1003(g)</b>		
<b>Name of School 1:</b>	S. P. Morton Elementary School					
<b>Expenditure Codes</b>	<b>Division-Level Expenses (Grant Funded)</b>		<b>School-Level Expenses (Grant Funded)</b>	<b>Total Expenses (Grant Funded)</b>	<b>Other Expenses</b>	<b>Total With Other Expenses</b>
1000 - Personnel	\$	-		\$	-	\$
2000- Personnel (Benefits)	\$	-		\$	-	\$
3000- Purchased Services	\$	-	\$ 263,100.00	\$ 263,100.00	\$	\$ 263,100.00
4000 - Internal Services	\$	-	\$ -	\$ -	\$	\$ -
5000- Other Charges	\$	-	\$ 1,200.00	\$ 1,200.00	\$	\$ 1,200.00
6000- Materials and Supplies	\$	-		\$	-	\$
8000- Equipment Capital	\$	-	\$ -	\$ -	\$	\$ -
<b>Total</b>	<b>\$</b>	<b>-</b>	<b>\$ 264,300.00</b>	<b>\$ 264,300.00</b>	<b>\$ -</b>	<b>\$ 264,300.00</b>
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.						
<b>Sample Entry</b>	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)					
<b>1000 - Personnel</b>	<b>Other Expenses</b> 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)					
<b>Expenditure Codes</b>	<b>Budget Narrative</b>					

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

<p><b>1000 - Personnel</b></p>	
<p><b>2000- Personnel (Benefits)</b></p>	
<p><b>3000- Purchased Services</b></p>	<p>Catapult Learning, formerly EdisonLearning, Inc., will serve as the External Lead Turnaround Partner for S. P. Morton Elementary School.</p> <p>The Services Fee shall be payable monthly on the 1st of each month commencing in February 2014 and due on or before 45 days from receipt of invoice. Year 3: Twelve months of service (October 2015 through September 2016) for a total basic fee of \$21,341.67 per month in 12 monthly (\$256,100.00)</p> <p>To increase the proficiency of the K-5 teachers in the delivery of reading instruction a foundations course pertaining to the provision of reading instruction from an accredited Virginia university will be instituted. The graduate level course for credit would cost \$700.00 per teacher. It is estimated that approximately 10 teachers will take advantage of this opportunity (\$7000.00).</p>
<p><b>4000 - Internal Services</b></p>	

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

<b>5000- Other Charges</b>	Expenses associated with attending Technical Assistance Training would cost approximately \$1200.00 (hotel/travel/meals)
<b>6000- Materials and Supplies</b>	
<b>8000- Equipment Capital Outlay</b>	

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	\$ -	\$ -	\$ -	\$ 115,088.00	\$ 115,088.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ 85,755.60	\$ 85,755.60
3000- Purchased Services	\$ -	\$ 363,541.69	\$ 363,541.69	\$ 27,000.00	\$ 390,541.69
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ 1,200.00	\$ 1,200.00	\$ 2,050.00	\$ 3,250.00
6000- Materials and Supplies	\$ -	\$ 395.00	\$ 395.00	\$ 63,321.85	\$ 63,716.85
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ -	\$ 365,136.69	\$ 365,136.69	\$ 293,215.45	\$ 658,352.14
<b>Summary Year 2</b>					
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	\$ -	\$ -	\$ -	\$ -	\$ -
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -
3000- Purchased Services	\$ -	\$ 520,500.00	\$ 520,500.00	\$ -	\$ 520,500.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ 1,200.00	\$ 1,200.00	\$ -	\$ 1,200.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ 60,000.00	\$ 60,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ -	\$ 521,700.00	\$ 521,700.00	\$ 60,000.00	\$ 581,700.00
<b>Summary Year 3</b>					
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	\$ -	\$ -	\$ -	\$ -	\$ -
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -
3000- Purchased Services	\$ -	\$ 263,100.00	\$ 263,100.00	\$ -	\$ 263,100.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ 1,200.00	\$ 1,200.00	\$ -	\$ 1,200.00

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

<b>6000- Materials and Supplies</b>	\$ -	\$ -	\$ -	\$ -	\$ -
<b>8000- Equipment Capital Outlay</b>	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ -	\$ 264,300.00	\$ 264,300.00	\$ -	\$ 264,300.00
<b>Summary Year 1-3 All Schools - 3 Year Summary</b>					
<b>Expenditure Codes</b>	<b>Division-Level Expenses (Grant Funded)</b>	<b>School-Level Expenses (Grant Funded)</b>	<b>Total Expenses (Grant Funded)</b>	<b>Other Expenses</b>	<b>Total With Other Expenses</b>
<b>1000 - Personnel</b>	\$ -	\$ -	\$ -	\$ 115,088.00	\$ 115,088.00
<b>2000- Personnel (Benefits)</b>	\$ -	\$ -	\$ -	\$ 85,755.60	\$ 85,755.60
<b>3000- Purchased Services</b>	\$ -	\$ 1,147,141.69	\$ 1,147,141.69	\$ 27,000.00	\$ 1,174,141.69
<b>4000 - Internal Services</b>	\$ -	\$ -	\$ -	\$ -	\$ -
<b>5000- Other Charges</b>	\$ -	\$ 3,600.00	\$ 3,600.00	\$ 2,050.00	\$ 5,650.00
<b>6000- Materials and Supplies</b>	\$ -	\$ 395.00	\$ 395.00	\$ 123,321.85	\$ 123,716.85
<b>8000- Equipment Capital Outlay</b>	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ -	\$ 1,151,136.69	\$ 1,151,136.69	\$ 353,215.45	\$ 1,504,352.14

## 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><b>Assurances:</b> 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"> <li>• 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;</li> <li>• 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;</li> <li>• redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;</li> <li>• 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;</li> <li>• using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data;</li> <li>• 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</li> <li>• providing ongoing mechanisms for family and community engagement.</li> </ul>
<p>3. Uses <i>Indistar</i>™, an online school improvement tool:</p>
<ul style="list-style-type: none"> <li>• Establishes annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;</li> <li>• Documents and describes each action to be implemented, who is responsible and date by which action will be completed.</li> <li>• Collects meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice.</li> <li>• Sets leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and</li> <li>• 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.</li> </ul>

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](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](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:

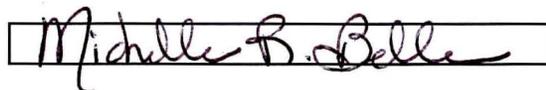
- review each school's improvement plan;
- ensure documentation of division support is evidenced in the school's plan;
- meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report; and
- assist in updating the school's plan 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

2/28/2014

Superintendent's Typed Name:

Michelle R. Belle