

Martinsville 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

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.

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
<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

Tab 1: Division and School Information

Approved 2/27/14

Division Name	Martinsville City Public Schools
Contact	Angilee Downing
Address Line 1	P.O. Box 5548
Address Line 2	
City, VA, zipcode	Martinsville, VA, 24115
Email Address	adowning@martinsville.k12.va.us
Telephone Number	276-403-5866

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

School 1 Name	Albert Harris Elementary School	Indicate which model the school has chosen with an X.					
Principal Name	Felicia Preston	1	<input type="checkbox"/>	USED School Turnaround			
Address Line 1	710 Smith Road	2	<input checked="" type="checkbox"/>	USED Transformation Model			
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model			
City, VA, zipcode	Martinsville, VA, 24112	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	fpreston@martinsville.k12.va.us		<input type="checkbox"/>	1003(a)			
Telephone Number	276-403-5841		<input checked="" type="checkbox"/>	1003(g)			
NCES ID #: 5.1024E+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"/>	Cohort II	<input type="checkbox"/>	Cohort III
		<input checked="" type="checkbox"/>	Cohort IV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Indicate this school's tier with an X.					
		<input checked="" type="checkbox"/>	Tier I	<input type="checkbox"/>	Tier II	<input type="checkbox"/>	Tier III

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.</p> <ol style="list-style-type: none"> 1. The school will hold monthly Family Night events and include in the agenda information pertaining to the school improvement plan, updates ion progress in the intervention model. 2. The school will send to parents quarterly progress reports for the school’s progress. 3. The division will schedule a community forum in which the LEA will review the Priority school status and process. The final two external partner candidates will present at the forum to be held at the school. 4. Following, the community forum both candidates will present at a televised School Board meeting, which runs several times a day on the local station. 4. The LEA will notify parents and community members of the through the LEA website. 5. The LEA will work with the local newspaper and television station
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		<p>to disseminate information pertaining to the Priority School and Lead Turnaround partner selection process.</p> <ol style="list-style-type: none"> 6. The LEA will provide opportunity for parental feedback through the use of parent surveys which will be used to solicit parent input concerning their priorities for school improvement. 7. The LEA will conduct a monthly Priority School update during televised school board meetings with follow-up reporting in the local newspaper. 8. The School Leadership Team will present the school improvement plan at the May televised school board meeting. 9. Once the external partner is selected, they will work with the school to develop a parent involvement plan.
	<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.</p> <p>1/13/14 – Community Forum</p> <p>1/13/14 – External Lead Partner presentations</p> <p>1/14/14 – Parent surveys of priorities</p> <p>1/14/14 – Priority School article in newspaper</p> <p>2/10/14 – Televised Priority School update during School Board meeting</p> <p>2/11/14 – Priority update information in local newspaper.</p> <p>March – First quarterly school progress report sent to parents</p> <p>3/10/14 -- Televised Priority School update to include 3-year achievement goals and school progress report during School Board meeting</p> <p>April – Present school improvement plan for parent feedback at Title I parent meeting</p> <p>4/14/14 -- Televised Priority School update during School Board meeting</p> <p>5/12/14 – LEA present school</p>

		improvement plan during televised School Board meeting
<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. The school administrator and division contact reviewed the School Improvement goals, reviewed artifacts from the school to develop a Needs Assessment. The administrator and division contact participated in a VDOE Lead Turnaround Partner informational webinar to gather information on each candidate. The administrator and division contact analyzed the Needs Assessment and the LTP information and identified four candidates to interview. The division contact developed an LTP committee consisting of both school and division level personnel to conduct the interviews. The LTP committee interviewed the four candidates and selected two finalists based on the Needs Assessment and the services provided by the organizations. The division contact then scheduled the two candidates to present in a community forum at the school; as well as, at a televised school board meeting. The division contact requested and checked references and data for each candidate. Following the presentations, the division developed and distributed surveys to stakeholders (parents and staff). The LTP committee then reviewed the data for each candidate, the survey data from the stakeholders and selected a Lead Turnaround Partner. The final selection was presented to the superintendent and the school board.</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. The LEA will use VDOE contracts.</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. October – develop Needs Assessment November – participate in ELP webinar and select candidates to interview based on needs assessment November/ December – Interview candidates January 13 – Hold community forum for presentation of final 2 candidates. Have final candidates present at televised school board meeting. January 14 – Survey parents and staff for input. January 17 – Committee select External Lead Partner based on input and needs assessment</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.</p> <ol style="list-style-type: none"> 1. The LEA will conduct a needs assessment through an analysis of student performance data, teacher and principal evaluation data, as well as school data (discipline, attendance, demographics, etc.) 2. The LEA will determine staffing needs based on the school needs assessment. 3. The LEA will post needed positions as determined by the needs assessment as well as advertise and attend recruitment events. 4. The LEA will conduct interviews to match the skill set of potential candidates with the needs of the school.

	<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.</p> <ol style="list-style-type: none"> 1. The LEA will provide professional development for administrators and staff on curriculum alignment. 2. The LEA will provide job-embedded coaching on conducting Instructional Rounds. 3. The LEA will provide professional development on providing feedback to improve student performance. 4. The LEA will provide job-embedded coaching during the academic year on curriculum alignment and research-based instructional strategies. 5. The LEA will provide professional development on utilization of the data query system. 6. The LEA will provide professional development on data analysis and data-driven decision making. 7. The LEA will provide job-embedded professional development on student goal setting, research-based interventions, and evaluation of intervention effectiveness.
<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.</p>	<p>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.</p>	<p>Provide information needed to satisfy this requirement in the space below.</p> <ol style="list-style-type: none"> 1. The LEA will build in intervention/ remediation time within the school schedule and structure an extended school program to implement the Virginia Tiered System of Support (VTSS) model. 2. The LEA will use iReady for tier 2 and 3 interventions. 3. The LEA will have tier 3 students working with a reading specialist for an additional level of individualized intervention.

	<p>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.</p>	<p>Provide information needed to satisfy this requirement in the space below.</p> <p>The use of iReady for progress monitoring as well as instructional support in reading and math allows for individualized, computer adaptive intervention in reading and math. The reading specialist provides specific targeted reading interventions for students identified for tier 3 in order to accelerate their growth.</p>
<p>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.</p>	<p>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.</p>	<p>Provide information needed to satisfy this requirement in the space below.</p> <ol style="list-style-type: none"> 1. The Frequent Monitoring of Student Progress team will continue to attend VTSS trainings through VDOE and work with staff on implementation to include the development of interventions for tier 2 and 3. 2. The Instructional Leadership Team will work with teachers on planning the implementation of iReady for tier 2 instruction and differentiation within the reading block. 3. The LEA will have Instructional Leadership Team working with teachers on planning aligned lessons using the curriculum framework and blueprints. 4. The LEA will have Instructional Leadership Team work with teachers on disaggregation of simulation testing data and planning for SOL remediation and enrichment based on that dat.
	<p>b. The LEA has provided a timeline for professional development.</p>	<p>Provide information needed to satisfy this requirement in the space below.</p> <ol style="list-style-type: none"> 1. VTSS professional development February 2014 2. iReady for differentiation and tier 2 – August, 2013 3. Coaching for alignment -- September –April/ weekly 4. Coaching for disaggregation of data and planning of remediation/ enrichment -- March 25, 2014

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 in those schools.	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. <ol style="list-style-type: none"> 1. The LEA is working with Interactive Achievement (IA) to develop a data system to include PALS, iReady reading and math, ARDT, division benchmarks, attendance data, discipline data, intervention/ remediation data, and SOL data. 2. The LEA is working with Interactive Achievement to develop aligned division benchmark assessments.
	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. December – Data needs assessment 1/9/14—Preliminary meeting with IA to share our needs as compared to their data system options 1/13/14 – Preliminary discussion on integration of iReady data in IA data system 2/1/14 – Sent sample iReady data to IA to develop integration 2/21/14 – Projected contract with IA and begin pilot
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. <ol style="list-style-type: none"> 1. The LEA will provide executive coaching for the administrative team. 2. The LEA will provide professional development on curriculum alignment and formative assessment development.
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. 30,200 – Purchased Services
	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. <u>Purchased Services:</u> Instructional Rounds coaching with

		<p>administrative team to calibrate data from rounds and professional development on curriculum alignment look-for's (\$2200/ day – 3 days October –December, 2013)</p> <p>Instructional Rounds coaching all staff (2200/ day – 1 day)</p> <p>20,900 -- iReady Reading and Math diagnostic and instructional package K-5</p>
	c. The LEA pre-implementation budget includes only allowable activities.	<p>Provide information needed to satisfy this requirement in the space below.</p> <p>All activities are focused on curriculum alignment and providing tiered instruction to improve student achievement.</p>
	d. The LEA pre-implementation budget is sufficient to fund the activities described in the budget narrative.	<p>Provide information needed to satisfy this requirement in the space below.</p> <p>The LEA is using a combination of local, state, and Title I funds to fund the budget narrative.</p>
	e. The activities described in the budget narrative support the identified needs.	<p>Provide information needed to satisfy this requirement in the space below.</p> <p>The Academic Review identified curriculum alignment, monitoring of instruction, and tiered instruction as areas of need. The activities align with the Essential Actions in the Academic Review report.</p>
	f. The activities described in the budget narrative can be accomplished within the pre-implementation timeline provided in the application.	<p>Provide information needed to satisfy this requirement in the space below.</p> <p>The activities described are underway and going forward according to the timeline.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

School 1 Name:	Albert Harris 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>By spring 2015-2016, Albert Harris Elementary will meet reading AMO's for all students (72%), gap group 1 (65%), gap group 2 (64%), and gap group 3 (66%) as measured by the Virginia Standards of Learning assessments. By spring 2015-2016, Albert Harris Elementary will meet mathematics AMO's for all students (68%), gap group 1 (63%), gap group 2 (62%), and gap group 3 (65%) as measured by the Virginia Standards of Learning assessments.</p> <p>By spring 2015-2016, Albert Harris Elementary School will meet full state accreditation in reading (75%) as measured by the Virginia Standards of Learning assessments.</p> <p>By spring 2015-2016, Albert Harris Elementary School will meet full state accreditation in mathematics (70%) as measured by the Virginia Standards of Learning assessments.</p> <p>By spring 2015-2016, 100% of second grade students will be reading on grade level as measured by the iReady reading diagnostic assessment.</p> <p>By spring 2015-2016, increase parent involvement as measured by a 70% increase of parents attending school events.</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. In terms of actual physical safety, the school feels safer due to the new entrance protocols as well as the placement of a School Resource Officer in the building. In terms of the climate within the building, the school is more inviting with student work on the boards and in the hallways. Although the school is a very safe and orderly environment, there persists a negative perception of the school's safety in the community.</p> <p>b. One successful strategy used to change the school climate has been encouraging staff to make sure students' work is displayed. Also improvements to the overall appearance, specifically the curb appeal of the school (completed by a volunteer church) has made the school more inviting. In addition, the school received community grant funding to place a greenhouse in the school courtyard for student learning. Another successful strategy to help change the school climate was holding an Exhibition of Student Learning in November. At this time the community was invited to come in to the school and students presented their projects and shared what they had been learning. This not only impacted community perception, but had an impact on student and teacher perception. The teachers were excited and proud of the students, and the students were proud of their learning. The Fall Exhibition was such a success that there are plans to hold another in the Spring. We have implemented a staff survey to assess the culture from their viewpoint to determine areas and strategies to improve the school culture. Finally, there have been changes in staff related to school climate. There were some staff members who did not have high expectations for the students and were negative to the culture. Many of those staff members have been replaced for this school year.</p> <p>c. Although some of the negativity of the staff has been reduced it has not been totally resolved. Many of the staff still maintain low expectations of the students due to the high poverty level of the school. Parent events held at the school</p>
<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>Anticipated barriers to further improving the school climate are issues within the culture such as expectations, beliefs, and buy in of some staff members. The historical perception of the community of the school is a barrier to improving the school climate and a concerted effort to build trust and positive communication with the community will help toward this goal.</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. Each grade level and resource team (such as guidance, specials, and special education) has a team leader who represents that group on the school leadership team. This representative is responsible for bringing information to the school leadership team as well as taking information back to their respective teams for input and feedback. The school leadership team meets at least monthly. As an additional means of soliciting input from stakeholders, the school/ division hold family nights and have started using parent surveys and staff surveys.</p> <p>b. Besides the representatives from the school leadership team taking information to the rest of the staff, decisions are communicated through weekly memos to all staff, letters to parents and staff, televised school board presentations, the local newspaper, the division website, the division social media outlets, and family nights.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>2. How are responsibilities divided amongst the team members?</p>	<p>Administrators usually assign the members to a task or they volunteer. Team members' ability and skills are taken into account when responsibilities or task are assigned.</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>Administrators, divisional personnel, and the instructional coach conduct instructional rounds, walk throughs to monitor instructional practices and curriculum alignment. Administrators, division personnel and the instructional coach also attend Collaborative Planning Meetings for grade levels in which teachers review the data and evaluate the effectiveness of instructional strategies implemented. Division personnel and the instructional coach work together with the teachers during Collaborative Planning to implement new strategies to be used to address weakness in student performance data.</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 tools 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. Also, in grades 4 and 5, previous performance on the state's Standards of Learning assesments are used to identify students for additional support. The Algebra Readiness Diagnostic Test (ARDT) is used in grade 5 to identify weak mathematic skills and plan interventions.</p>
<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	<p>Teachers 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 asesments 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>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.</p>
<p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>The Boys and Girls Club after-school program housed at Albert Harris Elementary School, works with the school to provide reading tutoring and homework support for targeted students. Two community churches provide reading buddies and an after-school reading tutoring program. Piedmont Community Services, which is a social services business providing psychological and social services, in our area, will have a full-time counselor housed at the school for wrap around services. The Harvest Foundation, a local nonprofit organization, provides resources for student enrichment and teacher professional development. NASA and the Virginia Museum of Natural History (VMNH) provide integrated reading, math and science enrichment opportunities for students.</p>
<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	<p>Cambridge Education is the external partner the school has chosen as a result of the interview process. The plan is to contract with Cambridge for 40 hours per week on-site services to include a school quality review, executive coaching of administrators, assist administrators with culture transformation, conduct shared classroom observations with administrators, create a profile of teaching performance, assist in the implementation fidelity of the teacher evaluation process, assist in identifying and providing appropriate professional development, analyze and disseminate academic growth data, support teacher growth plans, review the master schedule and assist in redesign as needed, assess the effectiveness of extended learning time, review formative assessments and recommend instructional program revisions, assess impact of academic interventions, make recommendation on retention/ modifications of interventions, facilitate quarterly disaggregation meetings, provide longitudinal analysis of student growth data, identify trends/ issues impacting school performance, develop/ maintain corrective school improvement plans, assess the effectiveness of the guidance program, assist in improving student attendance, assist in reducing discipline referrals, assess stakeholder satisfaction with school outreach, assist in planning/ development of outreach efforts, and assess impact of school outreach efforts.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<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>Parents are notified of progress made throughout the School Improvement Process through letters and Family Night events at the school. Also, the external partner candidates will present at a community forum to be held at the school. Following, the candidates will present at a televised School Board meeting, which runs several times a day on the local station. Notifications of the presentations will be posted on the LEA website and social media site as well as information materials from the candidates. The LEA will provide the local newspaper and television station information pertaining to the Priority School and Lead Turnaround partner process. The LEA will provide opportunity for parental feedback through the use of parent surveys which will be used to solicit parent input. Once the external partner is selected, they will work with the school to develop a parent involvement plan.</p>
<p>STAFFING & RELATIONSHIPS 1. What process is used to assign teachers to positions, classes and grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	<p>The first factor considered in the assignment of a teacher is qualifications. The division and school strive to make certain 100% of our teachers at Albert Harris Elementary are Highly Qualified. Enrollment numbers are analyzed to determine the number of teachers required per grade level to maintain desirable class sizes (gr. 4-5) and federal mandated class sizes in K-3, due to the high level of Free/Reduced Lunch Rates at Albert Harris. The next factor considered is previous student performance data for individual teachers and teacher evaluations. If a teacher has a record for success at a particular grade level or with a particular subgroup, then that is a factor in the assignment of the teacher. One area in which the LEA would like to improve is attracting more veteran and proven teachers to the school. In order to ensure the most skilled teachers are in front of the right group of students the LEA will develop an incentive/reward program to attract the most skilled teachers for the students of this school.</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>The principals evaluate 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 annually and after instructional rounds.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<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. The division provides tuition assistance for additional degrees for teachers who desire to further their education. The division funds the total cost and provides support for the National Boards Professional Teacher Certification process for any teacher seeking to go through the process. This is an area the LEA is looking to improve by developing a process for identifying and rewarding staff based on increased student achievement and graduation rates.</p> <p>b. 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.</p>
<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>The principal is evaluated by the superintendent using the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals. The principals receives feedback from the Superintendent and the Assistant Superintendent for Instruction. The principal and Assistant Superintendent for Instruction conduct monthly Instructional Rounds at which time the principal receives feedback on instructional leadership.</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>NA</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>DECISION-MAKING PROCESS & AUTONOMY</p> <p>1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p>	<p>The School Leadership Team with the support of central office personnel analyze both qualitative and quantitative data to set goals for improvement. The team uses the data to assess 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 both 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 a televised school board meeting. The administrator develops a budget based on the goals for the school improvement plan and presents that budget to the Superintendent, Assistant Superintendent (Title I Facilitator), Special Education Director, and 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>
<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>Due to the small size of this division the autonomy for teacher placement, hiring and budget development are at the school level; therefore, the administrator has the greatest impact on decisions made that effect school success.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>PHASE OUT PLANNING</p> <p>1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p>	<p>As the majority of the funds we are requesting will go towards funding a Lead Turnaround Partner, the goal is the LEA will build capacity to continue the progress and strategies learned from the LTP to achieve sustainability. The remainder of the funds are projected to go towards summer curriculum work for teachers which we will sustain through Title I funds and the technology hardware budgeted for will be used to build capacity for fidelity to the computer adaptive programs and will be sustained through Title I and VPSA. Division funds have currently been reallocated to support additional personnel at this school to ensure sustainability. Currently we have added an additional reading specialist, an instructional technology resource teacher, an instructional coordinator at the building level. Plans are to add a K-3 math specialist to help build foundational skills. The school and division will put in procedures to monitor the continuation of the strategies and processes developed through the work with the LTP. Based on data collected through the monitoring process the division will continue to allocate resources and supports to maintain progress.</p>
<p>2. What supports from the state would be the most helpful?</p>	<p>The supports from the state that would be most helpful would be continued professional development for administrators and teachers in the areas of curriculum alignment and tiered interventions. The state has provided tools and strategies to help with this process so a continual update of these services and best practices would be very helpful.</p>
<p>Required Elements</p> <p>Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p>Required element</p>	<p>Response</p>
<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>

Tab 2: School 1 Reflections and Planning
and Required Elements

<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>																																				
<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>	<table border="0"> <thead> <tr> <th colspan="4">Instructional Minutes</th> </tr> <tr> <th colspan="2">2012-2013</th> <th colspan="2">2013-2014</th> </tr> <tr> <th colspan="2">Grade Minutes</th> <th colspan="2">Grade Minutes</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>320</td> <td>K</td> <td>300</td> </tr> <tr> <td>1</td> <td>320</td> <td>1</td> <td>315</td> </tr> <tr> <td>2</td> <td>320</td> <td>2</td> <td>315</td> </tr> <tr> <td>3</td> <td>310</td> <td>3</td> <td>315</td> </tr> <tr> <td>4</td> <td>320</td> <td>4</td> <td>315</td> </tr> <tr> <td>5</td> <td>320</td> <td>5</td> <td>330</td> </tr> </tbody> </table>	Instructional Minutes				2012-2013		2013-2014		Grade Minutes		Grade Minutes		K	320	K	300	1	320	1	315	2	320	2	315	3	310	3	315	4	320	4	315	5	320	5	330
Instructional Minutes																																					
2012-2013		2013-2014																																			
Grade Minutes		Grade Minutes																																			
K	320	K	300																																		
1	320	1	315																																		
2	320	2	315																																		
3	310	3	315																																		
4	320	4	315																																		
5	320	5	330																																		

Tab 2: School 1 Reflections and Planning
and Required Elements

<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: 553 Male: 296 Female: 257 Asian: 4 Black: 369 Hispanic: 61 White: 106 Students with disabilities: 89 Limited English proficient: 51 Migrant: 0 Homeless: 1 Economically disadvantaged: 506 </p>
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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>Area 1: Annual reading rates have shown a decline with a variance from 76% to 72% from 2011 to 2012; however, with the implementation of the new assessments in 2013 the school saw a significant drop from 72% to 41%. While still below the 75% passing rate for Virginia, grade 3 (69, 72, 41) had been making steady progress in the area of reading. Grade 5 (86, 84, 46) had been performing above the pass rate, with a slight drop from 2010-2011 to 2011-2012. Grade 4 (72, 59, 38) had been on a steady decline through all three years of data. The pass rates for all grade levels showed a significant drop with the implementation of the new standards and assessments.</p> <p>Area 2: Annual math rates showed a sharp drop from 84% in 2010-2011 to 47% from 2011 to 2012. The decline continued in 2012-2013 data with the overall pass rate in math at 40%. The sharp drop is indicative of the lack of curriculum alignment with the implementation of the new math standards and new assessments. The continued drop in the data indicates that the alignment issue has not been rectified.</p> <p>While grades 3 (74 33 35), 4 (81 49 40), and 5 (96 61 45) mirror a drop from 2010-2011 to 2011-2012, grades 4 and 5 show a continued decline in year two of the new standards and assessments with the decline in grade 5 being a 16 percentage point drop. In this case, the alignment issue is worsening.</p> <p>The instructional issues at Albert Harris Elementary School are exacerbated due to the high level of poverty the students face. The division Free and Reduced lunch rate is 75% while Albert Harris' Free and Reduced Lunch rate is at 96%. The majority of the students come from Generational Poverty environments as opposed to Situational Poverty.</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>Albert Harris opened in 1921. It was fully renovated in 2001 and has 138,643 sq. ft. of space.</p> <p>There are 55 classrooms including art, music and band.</p> <p>Media Center - 5000 sq. ft.; housing a centralized multimedia room, conference room, computer lab nook, and general library area housing books and tables.</p> <p>Auditorium- the school has a full sized auditorium with a full stage that seats app. 700 people.</p> <p>Gym - 6840 sq. ft. gym floor; 400 sq. ft. storage - total 7240 sq. ft.</p> <p>Otherwise, AH was originally a high school and has exterior recess areas to include a full sized high school football field and a playground. There is also a greenhouse area which was constructed in the Fall of 2013.</p> <p>Cafeteria - Dining 5117sq. ft.; serving 805; kitchen 1000 sq. ft. - total 6922 sq. ft.</p> <p>☒</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p>Technologies available to students:</p> <ul style="list-style-type: none"> • Three computer labs of 27 computers each • Two laptop computer carts of 25 computers each • 15 additional laptop computers • All core classrooms have one or more computers dedicated to student use • iPod cart (25 devices) • iPad cart (30 devices) • Grades 3-5 CPS personal response systems • SPED Califone Card Master (2) • SPED SMART Table (1) • Grades K-2 in classroom Waterford stations • SPED iPads (5) • iReady diagnostic/prescriptive web based curriculum • Ubiquitous wireless internet access
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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.**

Set 1 Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers	41	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	12	29%
Number of teachers with a provisional license	3	8.00%

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)	Yrs	# Instructional Staff
	0	8
	1	4
	2	4
	3	0
	4	4
	5	4
Sample:	6	3
Yrs	#Instructional Staff	7
0	1	8
1	6	9
2	4...	10
		11
		12
b. Total number of days teachers worked divided by the number of teaching days (2012-2013).	13	0
	14	0
	15	0
	16	0
	17	0
	18	0
	19	0
	20	0
	21	0
	22	0
	23	0
	24	1
	25	0
	26	0
	27	0
	28	1
Required Elements		
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.		
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. b. Provide a timeline.</p>	<p>The Assistant Superintendent for Instruction will conduct monthly instructional rounds with the administrators to monitor and provide feedback on the implementation of the selected intervention model. Division coordinators will attend collaborative planning monthly, attend instructional rounds, and monitor implementation of professional development. The Division Contact will attend the School Improvement Leadership Team meetings to monitor Indistar Indicator review, implementation of plan and intervention. The Assistant Superintendent will attend quarterly data meetings and review LTP progress reports with the school administration. Also, the Assistant Superintendent of Instruction will make monthly progress reports to the school board. b. Monthly: Division-level instructional rounds with the school administrators, progress report to school board, Action Agendas from Collaborative Planning meetings Quarterly: Data meetings, review of LTP Progress Reports Annually: Review and presentation of Final Summary Report to school board, superintendent and VDOE Office of School 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 administrator and division contact reviewed the School Improvement goals, reviewed artifacts from the school to develop a Needs Assessment. The administrator and division contact participated in a VDOE Lead Turnaround Partner informational webinar to gather information on each candidate. The administrator and division contact analyzed the Needs Assessment and the LTP information and identified four candidates to interview. The division contact developed an LTP committee consisting of both school and division level personnel to conduct the interviews. The LTP committee interviewed the four candidates and selected two finalists based on the Needs Assessment and the services provided by the organizations. The division contact then scheduled the two candidates to present in a community forum at the school; as well as, at a televised school board meeting. The division contact requested and checked references and data for each candidate. Following the presentation, the division developed and distributed surveys to stakeholders (parents and staff). The LTP committee then reviewed the data for each candidate, the survey data from the stakeholders and selected a Lead Turnaround Partner. The final selection was presented to the superintendent and the school board.</p>
<p>3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.</p>	<p>The school will meet the AMO targets in reading and math for all students, gap groups, and subgroups according to the Federal guidelines. Year 1 -- at least 75% pass rate for all students in reading/ language arts and math with at least a 10% reduction in failures for each gap group and subgroup. Year 2 -- at least 85% pass rate for all students in reading/ language arts and math with all students, gap groups and subgroups meeting federal benchmarks. Year 3 -- at least 95% pass rate for all students in reading/ language arts and math with all students, gap groups and subgroups meeting federal benchmarks.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>The division has allocated funding to provide an additional reading specialist for the school as well as an on-site instructional coordinator and ITRT. As additional support, the division provides a coordinator for math and science as well as a coordinator for reading and history who are regularly scheduled for coaching in the school. Professional development is provided based on needs identified through classroom observation and student performance data. The Assistant Superintendent for Instruction conducts monthly instructional rounds with the administrators to monitor and provide feedback. Division coordinators attend collaborative planning, conduct instructional rounds, coach teachers and monitor implementation of professional development.</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>	
<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>	
<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>	

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".

	0	1003(a)	x	1003(g)				
Name of School 1:	Albert Harris 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	\$ 15,120.00		\$ -		\$ 15,120.00		\$ -	\$ 15,120.00
2000- Personnel (Benefits)	\$ 1,156.56		\$ -		\$ 1,156.56		\$ -	\$ 1,156.56
3000- Purchased Services	\$ -		\$ 584,138.00		\$ 584,138.00		\$ -	\$ 584,138.00
4000 - Internal Services	\$ -		\$ -		\$ -		\$ -	\$ -
5000- Other Charges	\$ -		\$ -		\$ -		\$ -	\$ -
6000- Materials and Supplies	\$ 24,000.00		\$ -		\$ 24,000.00		\$ -	\$ 24,000.00
8000- Equipment Capital	\$ -		\$ -		\$ -		\$ -	\$ -
Total	\$ 40,276.56		\$ 584,138.00		\$ 624,414.56		\$ -	\$ 624,414.56
<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 7: Year 1 Budget and Narrative for Each Priority School
2013-2014

<p>1000 - Personnel</p>	<p>Teacher Stipends (24 k-5 teachers/ 4 per grade level -- 2 reading/ 2 math @ \$630/ teacher over 5 days) for summer reading and math curriculum and assessment development (\$15,120 SIG)</p> <p>Other Expenses: Title I K-3 Math Specialist (\$44,598 Title I); 2 Reading Specialists (\$44,037 EIRI and state/local funding and \$43,323</p>
<p>2000- Personnel (Benefits)</p>	<p>Benefits on Teacher Stipends (24 k-5 teachers/ 4 per grade level -- 2 reading/ 2 math @ \$48.19/ teachers over 5 days) for summer reading and math curriculum and assessment development (\$1,156.56 SIG)</p> <p>Other Expenses: Title I K-3 Math Specialist (\$16,161 Title I); 2 Reading Specialists (\$16,023 EIRI and state/local funding and \$15,847 state/local funding); Title I Instructional Coordinator (\$19,655 Title I); ITRT (\$17,255 state/local funding); Extended</p>
<p>3000- Purchased Services</p>	<p>Cambridge Education Lead Turnaround Partner (Base unit price per student per year 557 students@\$1,011/ student = \$564,138 SIG)</p> <p>VDOE contractor \$20,000</p> <p>Other Expenses: Data Query System (\$500, Datacation); iReady Reading and Math diagnostic and instructional package K-5 (\$20,900 EIRI for reading diagnostic, all other state funds); Legal Fees (\$500 Title I); ARDT Student Units (\$225.00 Title I); VAESP Annual Membership (\$4100 Title I); University Instructor Cost (\$14,504 Title I)</p>
<p>4000 - Internal Services</p>	

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

<p>5000- Other Charges</p>	<p>Other Expenses: Priority School Technical Assistance Travel (\$6300 Title I); Parent Involvement (\$5000 Title I)</p>
<p>6000- Materials and Supplies</p>	<p>K-2 iReady Initiative Tablets 30 Laptops (5 per class for learning centers/ 6 classes; \$735/ laptop = \$24,000 SIG) to implement with fidelity iReady Reading and Math Diagnostic and Instructional software to support differentiated instruction at each grade level. Purchase laptops for kindergarten in year 1 and use existing carts in grades 1 and 2, purchase laptops for first grade in year 2, and second grade in year 3 -- rotating existing carts up to other grade levels so by year three every K-5 grade level will have laptops in classrooms for implementing iReady with fidelity Other expenses: 1 iPad cart/ 30 iPads (\$15,677.50 VPSA); 2 laptop carts/ 50 laptops (\$46,350 Title I)</p>
<p>8000- Equipment Capital Outlay</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.

	0	1003(a)	x	1003(g)		
Name of School 1:	Albert Harris 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	\$ 15,120.00	\$ -	\$ 15,120.00	\$ -	\$ 15,120.00	
2000- Personnel (Benefits)	\$ 1,156.56	\$ -	\$ 1,156.56	\$ -	\$ 1,156.56	
3000- Purchased Services	\$ -	\$ 584,138.00	\$ 584,138.00	\$ -	\$ 584,138.00	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	
6000- Materials and Supplies	\$ 24,000.00	\$ -	\$ 24,000.00	\$ -	\$ 24,000.00	
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ 40,276.56	\$ 584,138.00	\$ 624,414.56	\$ -	\$ 624,414.56	
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 School
2013-2014

<p>1000 - Personnel</p>	<p>Teacher Stipends (24 k-5 teachers/ 4 per grade level -- 2 reading/ 2 math @ \$630/ teacher over 5 days) for summer reading and math curriculum and assessment development (\$15,120 SIG)</p> <p>Other Expenses: Title I K-3 Math Specialist (\$44,598 Title I); 2 Reading Specialists (\$44,037 EIRI and state/local funding and \$43,323</p>
<p>2000- Personnel (Benefits)</p>	<p>Benefits on Teacher Stipends (24 k-5 teachers/ 4 per grade level -- 2 reading/ 2 math @ \$48.19/ teachers over 5 days) for summer reading and math curriculum and assessment development (\$1,156.56 SIG)</p> <p>Other Expenses: Title I K-3 Math Specialist (\$16,161 Title I); 2 Reading Specialists (\$16,023 EIRI and state/local funding and \$15,847 state/local funding); Title I Instructional Coordinator (\$19,655 Title I); ITRT (\$17,255 state/local funding); Extended</p>
<p>3000- Purchased Services</p>	<p>Cambridge Education Lead Turnaround Partner (Base unit price per student per year 557 students@\$1,011/ student = \$564,138 SIG)</p> <p>Other Expenses: Data Query System (\$500, Datacation); iReady Reading and Math diagnostic and instructional package K-5 (\$20,900 EIRI for reading diagnostic, all other state funds); Legal Fees (\$500 Title I); ARDT Student Units (\$225.00 Title I); VAESP Annual Membership (\$4100 Title I); University Instructor Cost (\$14,504 Title I)</p>
<p>4000 - Internal Services</p>	

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

<p>5000- Other Charges</p>	<p>Other Expenses: Priority School Technical Assistance Travel (\$6300 Title I); Parent Involvement (\$5000 Title I)</p>
<p>6000- Materials and Supplies</p>	<p>K-2 iReady Initiative Tablets 30 Laptops (5 per class for learning centers/ 6 classes; \$735/ laptop = \$24,000 SIG) to implement with fidelity iReady Reading and Math Diagnostic and Instructional software to support differentiated instruction at each grade level. Purchase laptops for kindergarten in year 1 and use existing carts in grades 1 and 2, purchase laptops for first grade in year 2, and second grade in year 3 -- rotating existing carts up to other grade levels so by year three every K-5 grade level will have laptops in classrooms for implementing iReady with fidelity Other expenses: 1 iPad cart/ 30 iPads (\$15,677.50 VPSA); 2 laptop carts/ 50 laptops (\$46,350 Title I)</p>
<p>8000- Equipment Capital Outlay</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.

	0	1003(a)	x	1003(g)	
Name of School 1:	Albert Harris 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	\$ 15,120.00	\$ -	\$ 15,120.00	\$ -	\$ 15,120.00
2000- Personnel (Benefits)	\$ 1,156.56	\$ -	\$ 1,156.56	\$ -	\$ 1,156.56
3000- Purchased Services	\$ -	\$ 584,138.00	\$ 584,138.00	\$ -	\$ 584,138.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ 24,000.00	\$ -	\$ 24,000.00	\$ -	\$ 24,000.00
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 40,276.56	\$ 584,138.00	\$ 624,414.56	\$ -	\$ 624,414.56
<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 9: Year 3 Budget and Narrative for Each Priority School
2013-2014

<p>1000 - Personnel</p>	<p>Teacher Stipends (24 k-5 teachers/ 4 per grade level -- 2 reading/ 2 math @ \$630/ teacher over 5 days) for summer reading and math curriculum and assessment development (\$15,120 SIG)</p> <p>Other Expenses: Title I K-3 Math Specialist (\$44,598 Title I); 2 Reading Specialists (\$44,037 EIRI and state/local funding and \$43,323</p>
<p>2000- Personnel (Benefits)</p>	<p>Benefits on Teacher Stipends (24 k-5 teachers/ 4 per grade level -- 2 reading/ 2 math @ \$48.19/ teachers over 5 days) for summer reading and math curriculum and assessment development (\$1,156.56 SIG)</p> <p>Other Expenses: Title I K-3 Math Specialist (\$16,161 Title I); 2 Reading Specialists (\$16,023 EIRI and state/local funding and \$15,847 state/local funding); Title I Instructional Coordinator (\$19,655 Title I); ITRT (\$17,255 state/local funding); Extended</p>
<p>3000- Purchased Services</p>	<p>Cambridge Education Lead Turnaround Partner (Base unit price per student per year 557 students@\$1,011/ student = \$564,138 SIG)</p> <p>Other Expenses: Data Query System (\$500, Datacation); iReady Reading and Math diagnostic and instructional package K-5 (\$20,900 EIRI for reading diagnostic, all other state funds); Legal Fees (\$500 Title I); ARDT Student Units (\$225.00 Title I); VAESP Annual Membership (\$4100 Title I); University Instructor Cost (\$14,504 Title I)</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>Other Expenses: Priority School Technical Assistance Travel (\$6300 Title I); Parent Involvement (\$5000 Title I)</p>
<p>6000- Materials and Supplies</p>	<p>K-2 iReady Initiative Tablets 30 Laptops (5 per class for learning centers/ 6 classes; \$735/ laptop = \$24,000 SIG) to implement with fidelity iReady Reading and Math Diagnostic and Instructional software to support differentiated instruction at each grade level. Purchase laptops for kindergarten in year 1 and use existing carts in grades 1 and 2, purchase laptops for first grade in year 2, and second grade in year 3 -- rotating existing carts up to other grade levels so by year three every K-5 grade level will have laptops in classrooms for implementing iReady with fidelity Other expenses: 1 iPad cart/ 30 iPads (\$15,677.50 VPSA); 2 laptop carts/ 50 laptops (\$46,350 Title I)</p>
<p>8000- Equipment Capital Outlay</p>	

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	\$ 15,120.00	\$ -	\$ 15,120.00	\$ -	\$ 15,120.00
2000- Personnel (Benefits)	\$ 1,156.56	\$ -	\$ 1,156.56	\$ -	\$ 1,156.56
3000- Purchased Services	\$ -	\$ 584,138.00	\$ 584,138.00	\$ -	\$ 584,138.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ 24,000.00	\$ -	\$ 24,000.00	\$ -	\$ 24,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 40,276.56	\$ 584,138.00	\$ 624,414.56	\$ -	\$ 624,414.56
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	\$ 15,120.00	\$ -	\$ 15,120.00	\$ -	\$ 15,120.00
2000- Personnel (Benefits)	\$ 1,156.56	\$ -	\$ 1,156.56	\$ -	\$ 1,156.56
3000- Purchased Services	\$ -	\$ 584,138.00	\$ 584,138.00	\$ -	\$ 584,138.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ 24,000.00	\$ -	\$ 24,000.00	\$ -	\$ 24,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 40,276.56	\$ 584,138.00	\$ 624,414.56	\$ -	\$ 624,414.56
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	\$ 15,120.00	\$ -	\$ 15,120.00	\$ -	\$ 15,120.00
2000- Personnel (Benefits)	\$ 1,156.56	\$ -	\$ 1,156.56	\$ -	\$ 1,156.56
3000- Purchased Services	\$ -	\$ 584,138.00	\$ 584,138.00	\$ -	\$ 584,138.00
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	\$ 24,000.00	\$ -	\$ 24,000.00	\$ -	\$ 24,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 40,276.56	\$ 584,138.00	\$ 624,414.56	\$ -	\$ 624,414.56
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	\$ 45,360.00	\$ -	\$ 45,360.00	\$ -	\$ 45,360.00
2000- Personnel (Benefits)	\$ 3,469.68	\$ -	\$ 3,469.68	\$ -	\$ 3,469.68
3000- Purchased Services	\$ -	\$ 1,752,414.00	\$ 1,752,414.00	\$ -	\$ 1,752,414.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ 72,000.00	\$ -	\$ 72,000.00	\$ -	\$ 72,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 120,829.68	\$ 1,752,414.00	\$ 1,873,243.68	\$ -	\$ 1,873,243.68

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

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|--|
| 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:

Pamela V. Heath

Date

1/17/2014

2/21/14 pol

Superintendent's Typed Name:

Pamela V. Heath