

Newport News City Willis A. Jenkins Elementary Cohort IV Priority Grant Application Approved 2014

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

School 1 Name	Willis A Jenkins	Indicate which model the school has chosen with an X.			
Principal Name	Sandra D. Jordan	1		USED School Turnaround	
Address Line 1	80 Menchville Rd.	2	x	USED Transformation Model	
Address Line 2		3		USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode	Newport News,VA 23602	Indicate the source(s) of funding for which the school is eligible, and			
Email Address	sandrad.jordan@nn.k12.va.us		x	1003(a)	
Telephone Number	757-881-5400x39520			1003(g)	
NCES ID #: 1170320		Indicate this school's cohort with an X.			
NCES ID Link: http://nces.ed.gov/ccd/schoolsearch/			Cohort I		Cohort II
					Cohort III
		x	Cohort IV		
		Indicate this school's tier with an X.			
			Tier I		Tier II
					Tier III

Allowable Pre-implementation Activities

Willis Jenkins Elementary

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

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

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

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

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

1. The LEA will hold parent and community meetings to review school performance, discuss the new intervention model to be implemented, and develop school improvement plans in line with the model selected.	a. The LEA has described the process it will use to engage parent and community members in the review of school performance, discussion of selected intervention model, and development of school improvement plans.	The administration of the School conducts monthly workshops on MAPS data and how it relates to student achievement. The School has a Parent Advisory Council that meets with building level personnel on school based intervention models and other resources provided to students for intervention. They complete surveys and provide input to the SAFE Liaison on all pertinent issues. The administration provides them with feedback in the forms of emails, flyers and newsletters monthly.
	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.	Monthly meetings with SAFE liaison PTA meetings with all parents Quarterly Surveys

<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>We chose the Lead Turnaround Partner Model</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>Copies were provided to Business Office and Central Office Personnel. State approved Contractor was selected.</p>
	<p>c. The LEA has provided a timeline for recruiting, screening, and selecting external providers.</p>	<p>Multiple presentations were held in January in State supported Webinar/Conference Call – January 2013</p> <p>District Personnel reviewed data and interviewed selected providers from the January Presentation. (February)</p> <p>LTP was selected in February and meeting was held to determine services to be provided.</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>Applications and Credentials will be reviewed by HR Department to ensure all interviewed candidates are highly qualified.</p> <p>Interviews will be conducted by a panel of Central Office Personnel.</p> <p>Candidates will be ranked and scored based on their responses to the interview questions and the Data Analysis Scenario administered.</p> <p>Recommended Candidate will be presented to the Local School Board for Approval.</p>

	<p>b. The LEA has described the professional development it will provide to the newly hired principal and/or other staff to ensure successful implementation of the intervention model.</p> <p>Clarify that all professional development described is for principals. Response should include participation in OSI Technical Assistance during 2014-15.</p> <p>Highlighted section describes teacher professional development.</p>	<p>Principal Cohort Meetings will be held bi Monthly (2 hours)</p> <p>Weekly staff development will be held in grade level meetings(50 minutes per week)</p> <p>Monthly Session will be held the third Tuesday of every month.(90 minutes) Summer Session will be held for 2 days per month(6 hours a day) 36 hours total</p> <p>Principal will also have the opportunity to attend pre approved sessions offered by the district and external providers(Focus : Providing meaningful feedback from observations,Aligning lesson plans with state standards,Data Driven Instruction). They will also be required to attend the VDOE sessions for 2014-15 (OSI Technical Assistance).</p>
<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>Include instructional materials used for remediation, information about during the day remediation.</p> <p>(Tiered interventions – Tier 2 and 3 students in reading and math)</p> <p>Include information about enrichment to students.</p>	<p>3rd-5th grade students will be invited to attend Saturday Academy to review content from 1st semester in Reading/Math. They will have the opportunity to complete 33 extra hours of instruction in small classes with highly qualified personnel.The students will use a variety of tools to enhance the learning-Math Manipulatives,Technology enhanced lessons through the use of laptops,ipads and smart boards, hands on Science lessons using balance scales,measuring devices,rulers,protractors,graduated cylinders etc.) Students will also have the opportunity to receive a jump start to the upcoming school year through participation in a Summer Academy in the same content areas of Reading/Math. They will have the opportunity to complete 48 extra hours in the content.(Rising 3rd-5th grade students) The students in Tier2 and 3 will also receive services form interventionist and specialist in reading and Math outside of the classroom instruction in our Intervention Model.</p>

	<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>Through additional planning time teachers will unpack standards and develop lesson plans that are in alignment with State Academic Review Tool for lesson planning. This will allow teachers to plan quality meaningful instruction in all content areas which will improve the Tier 1 instruction that all students receive.</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>Professional Development for teachers will be based upon identified needs of identified teachers to improve the overall quality of Tier 1 instruction. This differentiated approach to staff development will enable building leaders to change the culture of what is expected from teachers and it will enable staff members to gain expertise in content areas of need.</p>
	<p>b. The LEA has provided a timeline for professional development. Check working of highlighted section.</p>	<p>Weekly staff development will be held in grade level meetings(50 minutes per week) Monthly Session will be held the third Tuesday of every month.(90 minutes) Summer Session will be held for 2 days per month(6 hours a day) 36 hours total Teachers will also have the opportunity to attend pre approved sessions offered by the district and external providers.(Train the Trainer Model) i.e. once a teacher has attended they will be required to provide training to their grade level and building.</p>
<p>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.</p>	<p>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. Will schools or the division use Datacation?</p>	<p>Interactive Achievement-IA(web based SOL modeled assessment tool) will be used quarterly for local benchmarks in Reading and Math. This will also be used for weekly summative assessments and daily formative assessments in Reading/Math at the building level. MAPS testing will also be used to measure growth in a quarterly manor in the Reading/Math. The data from these assessment pilots will drive classroom instruction in small and whole groups.the data from the assessments will be loaded into Datacation for school use and district monitoring. It will also target specific intervention based on students’ performance in content strand specific</p>

		areas .
	b. The LEA has provided a timeline for the development and piloting of the data system.	<p>Summer Training on use of MAPS Data to build instruction for individual students. June-August 2014</p> <p>Summer Staff Development on Lesson planning and creating assessments(IA). June –August 2014</p> <p>Monthly PDA’s on analyzing and using results to formulate lesson and formative daily assessments- September 2014- January 2015</p> <p>Specialized training as needed for individual teachers throughout the 2014-15 school year.</p>
7. The LEA will conduct other allowable pre-implementation activities.	a. The LEA has described its plan to conduct other allowable pre-implementation activities.	All pre implementation activities will be researched based and will have to undergo an intense review before being selected.
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.	Funds to complete have been pre-determined and the cost associated are described in the budget Summary
	b. The LEA has included the required narrative budget that describes the budget summary in detail.	Funds to complete have been pre-determined and the cost associated are described in the budget Summary
	c. The LEA pre-implementation budget includes only allowable activities.	All pre implementation activities are researched based and pre-approved prior to implementation by district level administration (Central Office ,Executive Directors of School Leadership)
	d. The LEA pre-implementation budget is sufficient to fund the activities described in the budget narrative.	The budget is aligned with the hourly cost for teachers and with any necessary materials to complete activities (Handouts, Books, etc)

	<p>e. The activities described in the budget narrative support the identified needs.</p>	<p>All needs are based on Indistar indicators TA 01,02 and 03.</p>
	<p>f. The activities described in the budget narrative can be accomplished within the pre-implementation timeline provided in the application.</p>	<p>By following the dates and the assigned timeline the implementation of these initiatives will be able to be carried out.</p> <p>Summer Training on use of MAPS Data to build instruction for individual students. June-August 2014</p> <p>Summer Staff Development on Lesson planning and creating assessments(IA). June –August 2014</p> <p>Monthly PDA’s on analyzing and using results to formulate lesson and formative daily assessments- September 2014- January 2015</p> <p>Specialized training as needed for individual teachers throughout the 2014-15 school year.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

School 1 Name:	Willis A Jenkins
<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>Goal 1 –Increase Math SOL scores by 25% (Indicators TA01,02,and03 I10, K2) Goal 2 – Increase Reading SOL Scores by 25%(Indicators I1, I8) TA 01,02 03 Goal 3 – Record/Create Specific and differentiated intervention for Tier 2 and Tier 3 Students In order to decrease tier 2 and 3 students needing intervention in Math by 50 % - TA 01,02 03 Goal 4 – Record/Create Specific and differentiated intervention for Tier 2 and Tier 3 Students In order to decrease tier 2 and 3 students needing intervention in Reading by 50 % - TA 01,02 03</p>
<p>School Climate: 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? b. What were the most successful strategies used to change the school climate? c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	<p>1a. The general school climate has remained positive despite the academic challenges. 1b. Strategies included focusing on gains students made. Gains resulted from implementation of Mathletics, I-Ready, Destination Math, Mondo, LLI, Peer Observations, Lesson Study) has allowed teachers to take note of interventions and instructional strategies success. 1c. There were no unsuccessful attempts at climate change. Indistar Indicators(D1-D7)</p>
<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>There are no barriers anticipated at this time.</p>

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<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>1a. The Leadership Team uses the grade-level leads as the conduits of information exchange. Building-wide surveys are also used as necessary. In addition, the school holds monthly meetings to include input from central office administrators(Cohort meetings and Principal Meetings aimed at targeted administrative development are held monthly, and supervisors of Instruction are assigned to schools based on identified needs from Central Office data analysis and school observations) and state liaisons.</p> <p>1b. Grade-level leads(members of school based leadership team serve as the voice for each grade level and as the liasion between administration and grade level team members) disseminate information during collaborative planning sessions. Staff meetings are also used to communicate decisions and information. Depending on the decision, communication, such as email, newsletters, printed announcements, marquee, parentlink and or SharePoint, may be used to share information with parents. Indistar Indicator(F1,F2,G5,K5)(D1,3 and D6)</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>2. Responsibilities are divided among team members based on strengths and potential. Principal is responsible for sharing information delivered from Central Office to the Leadership Team. The Leadership Team meets monthly and each individual grade and specialty area has a representative(Reading Specialist, K-5 Teachers , Special Education,etc.) They are responsible for disseminating information from the meeting to the team members. Also they disaggregate data in Team meetings to decide upon best instructional practices.</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>3. New strategies and practices are monitored by the leadership team in various ways. School-wide practices are monitored by the administrative team through observation and instructional conferences. Grade-level teams, facilitated by the grade lead teacher, meet regularly to discuss instructional practices and student progress. Reading specialists and coaches also monitor instructional practices through observation and coaching. Weekly meetings are held to discuss coaching observations and student progress.Data is monitored at all levels through a variety of on line systems(Indistar,Datacation,Student Record Cards,MAPS Reports and Interactive Achievement) Groups are identified and intervention is targeted based on students scoring below 70% in SOL Subject areas.(Reading/Math)</p> <p>The monitoring of new strategies and practices, the feedback among staff and student data will determine the success of a new strategy/practice. This will also determine whether a strategy or practice must be modified or discontinued. The Indistar School Improvement Program is used as a tool to identify, assess and monitor school practices. The Indistar Program will be used to help redirect practices that are stagnant in an effort to increase student achievement.</p>

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<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)</p>	<p>1. Grade level quarterly meetings are held to identify and monitor all students who are at risk of failing or in need of targeted interventions. During these quarterly grade level data sessions, information from a variety of sources (Standards of Learning tests, Developmental Reading Assessment, Developmental Spelling Assessment, Phonological Assessment of Literacy Skills, benchmark data, Datacation, classroom performance, school created weekly common assessments, teacher created quick checks, and Response to Intervention data), will be reviewed along with information from the tracking of student performance as discussed during weekly team meetings. In addition, to the quarterly grade level data sessions, the leadership team will meet with teachers to review the data points, identify students that are at risk of failing or in need of targeted interventions in the areas of reading and mathematics; make and document appropriate recommendations and/or actions taken. Student data is the focal point of discussion utilizing a school-wide database and data binder to identify and monitor intervention students. One hundred percent of the students who are performing below the targeted benchmarks will be identified as intervention students for</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>2a. Teachers use data and observation to determine the need for differentiation. Students may be grouped by ability to address specific skills or may pulled for individual intervention. 2b. The development and effective use of Formative Assessments is an ongoing developmental process and will be a focus area of professional development. Formative assessments are used to determine student progress in reading and math.</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>As we use daily classroom data to remediate and accelerate students based on their individual needs the classroom instruction shifts from a teacher centered standards driven only environment to a student centered needs based environment. The impact on student comprehension is enhanced and the focus on what students are learning is at the fore front rather than what the teacher has taught being the driving force.(TA03)</p>
<p>EXTERNAL SUPPORT</p> <p>1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>1. Community-based organizations – Calvary Chapel Church,Next Level Church,Board Of Directors for Courthouse Green,Food Lion – are providing mentoring and tutoring assistance in Reading and Math in both during and after school sessions. It has been on a small scale with less than 100 students involved. Plans are being made to increase participation of these organizations during the upcoming school year. Continued efforts to sustain and improve alignment will be addressed through Indistar indicators.(D1 and D3)</p>

Tab 2: School 1 Reflections and Planning
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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>2. The external partners are Cambridge . Cambridge will provide Monthly support for the Principal in the areas of Lesson Planning, Scheduling, Observations,Feedback and appropriate use of School data to drive instruction. They will provide 32 hours of weekly support to teachers in Math and reading in the form of Coaches working on site. Their support will include increasing the unpacking of standards to drive the Tier 1 instruction. The approach is used is broken down into Once a year activities(School Quality Review) Twice a year activity(School outreach assessments) Three times a year (Maintain corrective school improvement plans) four times a year(assess effectiveness of student learning time) These are examples of their levels of support.Indistar Indicators(E1-E8)</p>
<p>3. In what ways will parents be involved in the design and implementation of the interventions, and given the opportunity for input? Informed of progress?</p>	<p>3. Parents are only slightly involved in the school's improvement efforts. The PTA is active but very low membership is a barrier to building a community. Workshops are provided to parents on various supportive instructional home practices but attendance is regularly low. The Parent Liaison will work with leadership team to establish strategies to increase parental involvement to include survey of needs and best times to conduct parent/student workshops and meetings. Dissemination of information will be improved upon using Indistar indicators to guide our work. The Parent Liaison for the building presented the LTP model to parents in a community forum. The LTP,District, and School based representatives will meet twice a year with the Parent Advisory Team to share progress of the transformation model. (D1 and D3)</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>1. No more than two novice teachers were placed at any grade-level. There has been an average of 30-40% turn over in the past two years, with the level of experience being so low throughout the staff, this has been a regular challenge. Considerations for the upcoming year include: flex scheduling, looping, content specific collaboration with teachers on the grade level</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>2. Guidance for implementation of the new teacher evaluation program was provided by the division. The principal and assistant principal are the only evaluators in the building. For the initial year, grade-level lead teachers and novices were placed on summative evaluative status. Formative teachers were required to complete the same paperwork – student surveys, goal setting, progress report – as the summative teachers. (H1)</p>

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<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.</p> <p>b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	<p>3a. There currently is no monetary reward system due to budget constraints. Possible non-monetary rewards may include recognition at staff meetings, staff certificates for honor roll awardees, monthly mini-trophy; however, that will be addressed through the school improvement team to determine feasibility and appropriateness. 3b. Teachers requiring support are identified through observation by administrative team/division team. Teacher observations and student data will contribute to identify needed support and professional development. Supports may include: coaching, book studies, peer observations, professional development. (H1)</p>
<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>4. Principals will be evaluated starting this year with a new principal evaluation program. Executive Directors and the Chief Academic Officer will be responsible for principal feedback. (H1-H9)</p>
<p>5. How do you define the relationship between the state contractor, lead turnaround partner or internal lead partner, and the principal? How can it be improved? (Applies to continuation applications ONLY)</p>	
<p>DECISION-MAKING PROCESS & AUTONOMY</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>1. Ongoing communication between the administrators and the leadership team occur weekly. Grade-level teams meet on a weekly basis to review data related to academics, school climate, student behaviors and community relations. Decisions are made collaboratively by Central Office Partners ,Principals, and School Leadership team members. Monthly the LTP will meet central office and school level administrators to discuss school improvement indicators. (E1-E8)</p>

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<p>2. What policies or practices exist as barriers that may impede the school's success? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices). List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)</p>	<p>2. Hiring priority to ensure full staffing prior to July 15 would benefit the priority school, to include submittal of an early letter of intent for a priority school. Current division policy has an open hiring window which places the priority school in competition with higher-performing schools. This policy would require change at the division level.(E1-E8)</p>
<p>PHASE OUT PLANNING 1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p>	<p>1a. Continuation of the Indistar Program, leadership capacity building, data analysis and intervention practices of early identification of students in need. 1b. The division is preparing through the OSI Technical assistance to continue the train the trainer model. The division continues to offer a series of staff development opportunities throughout the school year. Division administrators are available to provide staff development in buildings based on needs. 1c. The district is planning to have a train the trainer model with the LTP in the assigned positions to build capacity with the staff to sustain the efforts.(E1-E8)</p>
<p>2. What supports from the state would be the most helpful?</p>	<p>2. Continue to provide state resources through the VDOE website and the OSI Technical Assistance. (E1-E8)</p>
<p>Required Elements Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p>Required element</p>	<p>Response</p>

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

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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>*This information will be shared with USED.</p>	<p>To provide students with sufficient opportunity to learn, a minimum of 75% of the annual instructional time of 990 hours shall be given to instruction in the disciplines of English, mathematics, science, and history/social science.90 minutes Reading, 30 minutes of writing,60 minutes of Math, 45 minutes of Science and Social Studies. Saturday Academy for enrichment and remediation 11 weeks for 3 hours a day(75 minutes of Reading,75 minutes of Math and 30 minutes of Content enrichment(Science/Social Studies). Afterschool Tutoring for 4 hours a week(30 weeks) in reading and Math. (the minutes above include and additonal 120 minutes every week through the elimination of weekly half day planning) (J7 J8)</p>
<p>4. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged</p>	<p>Total Students 436: Male 246: Female 190: Asian 7: Black 256: Hispanic 32: White 81: Students with disabilities 56: Limited English proficient 44: Migrant n/a : Homeless n/a: Economically disadvantaged 327:</p>

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<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 the course of the school year, the following data shows increases and decreases in the number of students identified as strategic and intensive in reading. All students who performed below benchmark were considered for an intervention.</p> <p>The students needing an intervention in Kindergarten(28) , but only three of those students are intensive. The number of First Grade students needing an intervention(31) . Forty-three of the 52 students are intensive. In Second Grade the number of intensive(28) , however, the number of intensive students increased from 7 to 11. Third Grade had a decrease of strategic and intensive students going from 51 to 41 with the number of intensive students decreasing from 23 to 17. In Fourth Grade there was another significant decrease from 43 to 30 below benchmark students with a small decrease of intensive students, from 16 to 13. Students needing intervention in Fifth Grade(26) , while the number of intensive students remained at 15 . Annual Reading Scores from State SOL Test over the past two years Reading third grade (54,66,47) fourth grade(63,70,42) 5th grade (64,69,40) Math Scores third grade (80, 37,24)fourth grade(73, 51,64) fifth grade(78, 37,37) Areas identified for needed remediation are third grade reading and math, Fourth grade reading and Math an 5th grade reading and Math. Their has been a steady decline in the areas of reading and math in all grade levels except for fourth grade Math which showed and increase of 13 percentage points. There has been an incocnsistent pattern of performance in reading over the three years. (TA 01.02.03)</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>	<ol style="list-style-type: none"> 1) The school was built in 1966 2) There are a total of 38 classrooms, 3) The library/media center is small capable of holding one classroom at a time. 4) The cafeteria is rectangular with two distinct sides. The kitchen area is in the middle. The cafeteria holds approximately 80-90 students. Classrooms rotate in and out for lunch during a 2:20 hour period. 5) The school has a gymnasium that can be used as a gym. The outdoor area of the school has two playgrounds and two small sports fields.

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<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p>Computer Labs – there is one computer lab with 25 computers. Laptop Carts – there are three rolling carts with 20 laptops each that can be checked out to classrooms. Smartboards – every classroom has a mounted one. The library has a mobile Smartboard. Each teacher has their own school division issued laptop and their are 4 computers per classroom on average. Student Response Systems – Grades K thru 5 have three sets assigned to the grade level. Document Cameras – Grades K thru 5 have three cameras assigned to each grade-level. Flip Cameras – one is assigned to each grade-level and two are available for checkout in the library.</p>
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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	44	100
Teachers (not highly qualified)	0	
Set 2 Category	Number of Teachers	Percentage of All Teachers
Teachers with less than 3 years in grade/subject	15	33
Number of teachers with a provisional license	0	

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>9. a. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below)</p>	<p>Years at Jenkins / Instructional Staff 1 / 15 2 / 5 3 / 6 4 / 2 5 / 4 6/3 7/1, / 8/4</p>
<p>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.</p>	
<p>Required element</p>	<p>Response</p>
<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>Monthly meetings will be held with LTP, Central Office Personnel and Building level Administrators to review all data in required reports and set appropriate steps and or goals. Items to include are enrollment, discipline, attendance, student achievement, tiered intervention, teacher recruitment activities, teacher evaluation and or observations, core curriculum taught, minutes for extended learning, Role of supporting partnerships, parent development activities, and budget as appropriate. Indistar Indicators (E5-E8)</p>
<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>1. The RFP process was implemented for external providers and Cambridge was selected for our priority school. The process included interviewing multiple vendors seeking parent input and aligning services provided with district and schools needs. Once a selection was made the information was distributed to key stakeholders via email and a letter. Indistar Indicator (E1-E4)</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>Goal 1 – Increase Math SOL scores by 25% (Indicators TA01,02, and 03 I10, K2) Goal 2 – Increase Reading SOL Scores by 25% (Indicators I1, I8) (TA 01,02 03) The school will make AMO's in Reading (66%) and Math (64%) for all students (TA 01,02 03)</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>At the division level NNPS has a Chief of Academics, 2 Executive Directors for Elementary Leadership (1 assigned to each school); 1 Executive Director for Elementary Curriculum and Instruction; Supervisors, Math Coaches and Data Analyst which are assigned to each priority school based on areas of greatest needs. At the building level there are identified School Improvement Teams, Grade Level Leads, Parent Liaison Specialists, Interventionist and Reading Specialists. The VDOE School Liaison and Indistar Supervisor also support the priority school. There is a 17:1 student-teacher ratio. Two annual meetings with Parent Advisory team to share information regarding schools progress in all identified areas. Plus regularly scheduled meetings with parents and information through parent link will provide them with peretinent information.Indistar Indicators(D1-D7)</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".

	x	1003(a)	0	1003(g)		
Name of School 1:	Willis A Jenkins					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel		\$ 80,486.16	\$ 80,486.16	\$ -	\$ 80,486.16	
2000- Personnel (Benefits)	\$ -	\$ 23,091.84	\$ 23,091.84	\$ -	\$ 23,091.84	
3000- Purchased Services	\$ -	\$ 466,422.00	\$ 466,422.00	\$ -	\$ 466,422.00	
4000 - Internal Services	\$ -		\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	
6000- Materials and Supplies	\$ -		\$ -	\$ -	\$ -	
8000- Equipment Capital	\$ -		\$ -	\$ -	\$ -	
Total	\$ -	\$ 570,000.00	\$ 570,000.00	\$ -	\$ 570,000.00	
<p>Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.</p>						
Sample Entry 1000 - Personnel	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) 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

1000 - Personnel	Professional Development in alignment with the States Academic Review tool for lesson planning to meet full implementation. Revised Lesson Plan will be formed and teachers will unpack standards and formulate formative assessments to align with the Lesson plan. (\$19,757.76.00)(22 days at 4 hours per day June -August) (rate of pay is \$33.00 per hour). Additional planning time to sustain and improve the efforts in lesson planning throughout the school year (September2014-May 2015) 40 sessions at 4 hours per session (rate of pay is \$ 33.00 per hour)(\$ 60,728.40)
2000- Personnel (Benefits)	23,091.84 to pay for FICA and other fringes during the summer academy and professional development.
3000- Purchased Services	<p>Lead Turnaround Partner cost of \$450,422 for personnel and training support with their program(Cambridge)A.1 Support the administration in providing strong leadership by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Making recommendations to the school and local authority on how best to build on identified strengths within the school and how best to address the weaknesses, including recommendations on: <ul style="list-style-type: none"> - Whether to replace administrators and individual teachers; - How to improve the quality of leadership and management; - How to improve the quality of learning and teaching; - Modifications required to the schedule, daily routines, policies, procedures and curriculum provided. - How to improve the school culture - How to improve the environment and partnership with parents and the community. <input type="checkbox"/> Providing executive coaching of the school principal and other members of the school administrative team <input type="checkbox"/> Assisting school principals and other school leaders in focusing on strategies to transform the culture of the school including: <ul style="list-style-type: none"> - Creating a learner-centered culture of accountability - Moving people forward and overcoming resistance to change - Moving the organization forward (creating/ revising routines and procedures for effective school operations and greater accountability for teacher performance). <p>A.2 Support the administration in ensuring that teaching and learning are effective by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducting regular lesson observations with administrators to identify strengths and weaknesses across the school. <input type="checkbox"/> Supporting the principal in giving feedback to individual teachers and where needed in developing growth plans. <input type="checkbox"/> Ensuring that the newly revised teacher appraisal system is being implemented with fidelity. <input type="checkbox"/> Helping the principal to identify and provide appropriate professional development targeted at needs identified through classroom observations. <input type="checkbox"/> Ensuring that classroom observations focus on the impact of teaching on student learning rather than simply checking boxes of various teaching strategies. <input type="checkbox"/> Supporting the administration in analyzing student academic growth to identify the impact of individual teachers on student learning. <p>18 1/MCA/CE/1/1 July 2013 Cambridge Education Section IV B.4, pg. 8 A written narrative explaining offeror's approach to meeting each of the mandatory requirements set out in Section III:STATEMENT OF NEEDS A1 through 7 for the option proposed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Providing targeted professional development and coaching of teachers. <input type="checkbox"/> Advising the local authority on teachers who would benefit from being transferred to another role either in the school or in another one, and those who should be released from their contracts. <p>A 3 Support the administration and local authority in redesigning the school day, week or year by:</p>

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

<p>3000- Purchased Services</p>	<p><input type="checkbox"/> Determining the correct balance of extended learning time among the options of before, during, and after school. <input type="checkbox"/> Developing a process for assessing the impact and effectiveness of the extended learning time.</p> <p>A.3 Support the administration and local authority in redesigning the school day, week or year by: <input type="checkbox"/> Reviewing the school's master schedule and making recommendations for revising the schedule to accommodate expanded learning time and more effective use of teacher planning time. <input type="checkbox"/> Determining the correct balance of extended learning time among the options of before, during, and after school. <input type="checkbox"/> Developing a process for assessing the impact and effectiveness of the extended learning time.</p> <p>A.4 Strengthening the school's instructional programs based on student needs: <input type="checkbox"/> Conduct regular classroom observations and walk-throughs and conduct post-observation conferences to provide timely feedback on the quality of teaching and learning. <input type="checkbox"/> Review benchmarks and other formative assessments with teachers and make recommendations for revising instructional approaches as needed. <input type="checkbox"/> Revisit all of the academic interventions currently implemented in the school and develop a rubric for measuring the fidelity of implementation and the impact on student learning. <input type="checkbox"/> Make recommendations based on the review of academic interventions on which ones to maintain, which to discard, and which to modify.</p> <p>A.5 Support the administration in the use of data to guide instruction and for continuous improvement: <input type="checkbox"/> Facilitating quarterly data disaggregation meetings to review benchmarks and other formative assessments by student subgroups. <input type="checkbox"/> Providing a longitudinal analysis of student performance by grade cohorts to determine if and which students are making progress over time. <input type="checkbox"/> Identifying trends and issues that are negatively impacting school performance and develop corrective action plans to address the issues</p> <p>19 1/MCA/CE/1/1 July 2013 Cambridge Education</p> <p>Section IV B.4, pg. 8 A written narrative explaining offeror's approach to meeting each of the mandatory requirements set out in Section III:STATEMENT OF NEEDS A1 through 7 for the option proposed</p> <p>A.6 Support the administration in establishing a school environment that enforces school safety and discipline, as well as emotional, and physical health by: <input type="checkbox"/> Reviewing the student services practices related to guidance counseling to ensure that all essential functions are being carried out effectively, e.g., student counseling and referrals, development of school schedules, maintenance of student records, and supporting the school-wide student discipline plan, and making recommendations for improvements. <input type="checkbox"/> Assisting Priority Schools to improve their school climate and culture by focusing on key issues including promoting increased and regular attendance, decreasing truancy, implementing effective behavioral interventions, and decreasing discipline issues. <input type="checkbox"/> Reviewing the school's student health services (school nurse) to ensure that services are provided in a timely and efficient manner to ensure that all student health records are properly maintained, daily health services such as administering medication and attending to in-school clinic visits are carried out appropriately, and health information is regularly disseminated to all school stake holders.</p> <p>A.7 Support the administration in providing opportunities for family and community engagement by: <input type="checkbox"/> Surveying internal and external stakeholders to determine current levels of satisfaction with school outreach efforts in family and community engagement. <input type="checkbox"/> Planning and coordinating parent involvement activities in partnership with school and division personnel. <input type="checkbox"/> Assisting with the development of performance measures to assess the impact of parent and community involvement efforts.</p> <p>OSI Contractor \$ 8,000 Additional principal coach contractor(2) Total \$16,000.00</p>
<p>4000 - Internal Services</p>	

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

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

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

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

	0	1003(a)	0	1003(g)			
Name of School 2: 0							
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses		
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<p>Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.</p>							
Sample Entry 1000 - Personnel	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) 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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Summary Year 1		All Schools			
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ 80,486.16	\$ 80,486.16	\$ -	\$ 80,486.16
2000- Personnel (Benefits)	\$ -	\$ 23,091.84	\$ 23,091.84	\$ -	\$ 23,091.84
3000- Purchased Services	\$ -	\$ 466,422.00	\$ 466,422.00	\$ -	\$ 466,422.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ 570,000.00	\$ 570,000.00	\$ -	\$ 570,000.00
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	\$ -	\$ 160,000.00	\$ 160,000.00	\$ -	\$ 160,000.00
2000- Personnel (Benefits)	\$ -	\$ 40,000.00	\$ 40,000.00	\$ -	\$ 40,000.00
3000- Purchased Services	\$ -	\$ 447,755.00	\$ 447,755.00	\$ -	\$ 447,755.00
4000 - Internal Services	\$ -	\$ 5,000.00	\$ 5,000.00	\$ -	\$ 5,000.00
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ 5,000.00	\$ 5,000.00	\$ -	\$ 5,000.00
Total	\$ -	\$ 657,755.00	\$ 657,755.00	\$ -	\$ 657,755.00
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	\$ -	\$ 160,000.00	\$ 160,000.00	\$ -	\$ 160,000.00
2000- Personnel (Benefits)	\$ -	\$ 40,000.00	\$ 40,000.00	\$ -	\$ 40,000.00
3000- Purchased Services	\$ -	\$ 320,000.00	\$ 320,000.00	\$ -	\$ 320,000.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -

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

6000- Materials and Supplies	\$ -	\$ 10,000.00	\$ 10,000.00	\$ -	\$ 10,000.00
8000- Equipment Capital Outlay	\$ -	\$ 5,000.00	\$ 5,000.00	\$ -	\$ 5,000.00
Total	\$ -	\$ 535,000.00	\$ 535,000.00	\$ -	\$ 535,000.00
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	\$ -	\$ 400,486.16	\$ 400,486.16	\$ -	\$ 400,486.16
2000- Personnel (Benefits)	\$ -	\$ 103,091.84	\$ 103,091.84	\$ -	\$ 103,091.84
3000- Purchased Services	\$ -	\$ 1,234,177.00	\$ 1,234,177.00	\$ -	\$ 1,234,177.00
4000 - Internal Services	\$ -	\$ 5,000.00	\$ 5,000.00	\$ -	\$ 5,000.00
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ 10,000.00	\$ 10,000.00	\$ -	\$ 10,000.00
8000- Equipment Capital Outlay	\$ -	\$ 10,000.00	\$ 10,000.00	\$ -	\$ 10,000.00
Total	\$ -	\$ 1,762,755.00	\$ 1,762,755.00	\$ -	\$ 1,762,755.00

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

The school division must assure that it:

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

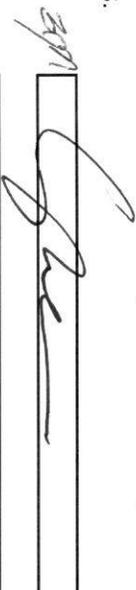
Tab 12: Assurances

<p>4. Follows Virginia's state requirements for teacher and principal evaluation under the <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Virginia Standards for the Professional Practice of Teachers</i> and the <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals</i>.</p>
<p>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)</p> <p>Data points should include, at minimum:</p> <ul style="list-style-type: none"> - 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.
<p>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.</p> <p>7. Uses the <i>Algebra Readiness Diagnostic Test (ARDT)</i> 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).</p>
<p>8. Ensures principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative.</p>
<p>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:</p> <ul style="list-style-type: none"> • review each school's improvement plan; • ensure documentation of division support is evidenced in the school's plan; • meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report; and • assist in updating the school's plan to evidence the division's support of actions developed from analysis of data.

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| 10. Attends OSJ 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 (SLG/TPEC Report). |
| 14. Ensures the school principal is integrally involved in the application process. |

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

Superintendent's Signature:



Date

Superintendent's Typed Name:

Ashby
Kilgore