

Part I: Actions the LEA must take prior to submitting its application:

1) The LEA has analyzed the needs of each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application and has selected an intervention for each school.

Evaluation Criteria:

a. The LEA has provided the student achievement data for the past two years (2011-2012 and 2012-2013) in reading/language arts and mathematics by school and by grade level for the "all students" category and for each identified subgroup.

b. For all secondary schools, the LEA has provided information about the graduation rate of the school in the aggregate and by each identified subgroup.

c. The LEA has analyzed the student achievement data and graduation data and identified areas that need improvement.

d. The LEA has provided information about the number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject.

e. The LEA has provided information about the number of years each instructional staff member has been employed at the school.

f. The LEA has provided information about the demographics of the student population to include total number of students 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 status.

g. The LEA has provided information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess.

h. The LEA has provided information about the types of technology that are available to students and instructional staff.

2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

Evaluation Criteria:

a. The LEA has described the process that it will use to ensure that the selected intervention for each school will be implemented fully and effectively.

b. The LEA has provided a timeline delineating the steps it will take to implement the selected intervention.

c. The LEA uses the Indistar® school improvement planning tool to describe each action item that will be implemented, who is responsible for implementing the action item, and the date by which each action item will be completed.

3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application.

Evaluation Criteria:

- a. The LEA has included the required budget summary for each school.**
- b. The LEA has included the required budget narrative that describes the budget summary in detail.**

Part 2: The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant.

1) The LEA's commitment to design and implement interventions consistent with the final requirements will be assessed.

Each LEA will be required to have a detailed plan in place to demonstrate how the selected interventions will be designed, as well as a plan for implementation. Listed below are the factors that will be considered to assess the LEA's commitment to design interventions consistent with the USED Final Requirements for School Improvement Grants as amended in October 2010 and in accordance with Virginia's approved ESEA Flexibility Waiver.

- The LEA has a plan in place to implement the interventions by January 31, 2014.**
- The LEA has plans to regularly engage the school community, with substantial emphasis on parental engagement, to inform members of progress toward the design and implementation of the interventions and to give them opportunity to provide input.**
- The LEA has adequate resources to research and design the selected interventions as intended.**
- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.**
- The LEA has attended a SEA-sponsored strategic planning session.**
- The LEA has demonstrated adequate capacity to implement the selected intervention models.**

2) Recruit, screen, and select external providers, if applicable, to ensure their quality;

To assist school divisions with recruiting, screening, and selecting external providers, if applicable, the Virginia Department of Education (VDOE) issued a Request for Proposals for Lead Turnaround Partners (LTPs). On October 24, 2013, VDOE publicly posted a Notice of Award to eight independent contractors.

Evaluation Criteria for SIG 1003(a) Applications
2013-2014

School divisions may select a LTP from the competitively awarded contract list, or they may choose to initiate their own competitive process. The benefit of selecting a provider from the VDOE contract list is that the competition has already taken place and a school division will not have to delay the implementation of the work with the LTP by awaiting results from its own competitive procurement process. Specific information such as contract number and pricing about each awarded contractor is publicly posted on the VDOE Web site. The link below provides the request for proposal for the selection of the LTPs.

http://www.doe.virginia.gov/school_finance/procurement/

Listed below are the factors that will be considered to assess the LEA's commitment to recruit, screen, and select external providers, if applicable, consistent with the USED Final Requirements for School Improvement Grants as amended in October 2010.

a. Reasonable and timely steps taken to recruit, screen, and select providers to be in place by January 2014 that may include, but are not limited to:

- o Analyzing the LEA's operational needs;
- o Researching and prioritizing the external providers available to serve the school;
- o Contacting other LEAs currently or formerly engaged with the external provider regarding their experience;
- o Engaging parents and community members to assist in the selection process; and
- o Delineating the responsibilities and expectations to be carried out by the external provider as well as those to be carried out by the LEA.

b. Detailed and relevant criteria for selecting external providers that take into account the specific needs of the priority schools to be served by external providers. These criteria may include, but are not limited to:

- o A proven track record of success in working with a particular population or type of school;
- o Alignment between external provider services and needs of the LEA;
- o Capacity for and documented success in improving student achievement; and
- o Capacity to serve the identified school or schools with the selected intervention model.

3) Align other resources with the interventions;

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

Additionally, the LEA will provide a budget narrative in its application that will provide a description of how other resources will be used such as personnel, materials, and services to support the selected intervention model.

4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively;

The LEA will provide evidence that a review of division and school policies has been completed to ensure alignment with the selected interventions. Evidence will include copies of division meeting agendas and accompanying notes. If changes are needed to existing policies and/or procedures, additional documentation will be requested such as revisions to policy manuals, local board of education meeting minutes, and/or other appropriate division communication.

Evaluation Criteria for SIG 1003(a) Applications
2013-2014

5) Sustain the reforms after the funding period ends.
The LEA will provide a narrative identifying resources, financial and otherwise, that will be used to sustain the reform effort after the funding period ends. The LEA’s ability to sustain the reform effort after the funding period ends will be evaluated by considering the following:

- **Use of the Indistar® online tool by the division and school improvement teams to inform, coach, sustain, track, and report school improvement activities;**
- **Implementation of contract with external provider, if applicable; and**
- **Division plan and budget for sustaining the reform effort.**

The following rubric will be used to evaluate each of the 5 elements in Part 2:

Not Adequately	Demonstrated Moderately	Demonstrated Adequately	
Few or none of the factors have been adequately addressed.	Many of the factors have been adequately addressed.	All of the factors have been adequately addressed.	

*Note: An “Adequately Demonstrated” rating is required for approval.

ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B: Part 2, the SEA will evaluate the following information in an LEA’s budget and application:

- (1) LEA’s proposed budget with respect to activities carried out during the pre-implementation period to help an LEA prepare for full implementation in the following school year.
- (2) LEA’s proposed activities to be carried out during the pre-implementation period to determine whether they are allowable.

Listed below are: 1) the allowable pre-implementation activities that LEAs may include in their application for FY 2013 SIG funds under Section 1003(g) of the ESEA; and 2) the criteria the state will use to evaluate each activity. Those pre-implementation activities with a “yes” will be approved.

Allowable Pre-implementation Activities Evaluation Criteria	Evaluation Criteria	
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.	___ Yes ___ No	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.
	___ Yes ___ No	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.

Evaluation Criteria for SIG 1003(a) Applications
2013-2014

<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>___ Yes ___ No</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>___ Yes ___ No</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>___ Yes ___ No</p>	<p>c. The LEA has provided a timeline for recruiting, screening, and selecting external providers.</p>
<p>3. The LEA will recruit and hire the incoming principal, leadership team, and/or instructional staff.</p>	<p>___ Yes ___ No</p>	<p>a. The LEA has described the process for recruiting and hiring of the principal and/or other staff.</p>
	<p>___ Yes ___ No</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>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>___ Yes ___ No</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>

Evaluation Criteria for SIG 1003(a) Applications
2013-2014

	___ Yes ___ No	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.
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.	___ Yes ___ No	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.
	___ Yes ___ No	b. The LEA has provided a timeline for professional development.
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.	___ Yes ___ No	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.
	___ Yes ___ No	b. The LEA has provided a timeline for the development and piloting of the data system.
7. The LEA will conduct other allowable pre-implementation activities.	___ Yes ___ No	a. The LEA has described its plan to conduct other allowable pre-implementation activities.
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.	___ Yes ___ No	a. The LEA has included a budget summary for pre-implementation activities in each school.
	___ Yes ___ No	b. The LEA has included the required narrative budget that describes the budget summary in detail.

**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

Division Name	Norfolk City Schools
Contact	Dr. Natalie Halloran
Address Line 1	800 E. City Hall Ave.
Address Line 2	
City, VA, zipcode	Norfolk, Va. 23510
Email Address	nhallora@nps.k12.va.us
Telephone Number	757-284-4902

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

School 1 Name	Campostella Elementary	Indicate which model the school has chosen with an X.					
Principal Name	Dr. Rhonda Ambrose	1	<input type="checkbox"/>	USED School Turnaround			
Address Line 1	2600 East Princess Anne Rd.	2	X	USED Transformation Model			
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model			
City, VA, zipcode	Norfolk, Virginia, 23504	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	rambrose@nps.k12.va.us		<input type="checkbox"/>	1003(a)			
Telephone Number	757-494-3850		X	1003(g)			
NCES ID #: 5.10267E+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
		X	Cohort IV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Indicate this school's tier with an X.					
		X	Tier I	<input type="checkbox"/>	Tier II	<input type="checkbox"/>	Tier III

School 2 Name	Jacox Elementary	Indicate which model the school has chosen with an X.			
Principal Name	Dr. Sherri Archer	1	<input type="checkbox"/>	USED School Turnaround	
Address Line 1	1300 Marshall Ave.	2	X	USED Transformation Model	
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode	Norfolk, Va. 23504	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	sarcher@nps.k12.va.us		<input type="checkbox"/>	1003(a)	
Telephone Number	757-628-2433		X	1003(a)	

Tab 1: Division and School Information

	Cohort I		Cohort II		Cohort III
X	Cohort IV				
Indicate this school's tier with an X.					
X	Tier I		Tier II		Tier III

School 5 Name		Indicate which model the school has chosen with an X.			
Principal Name		1		USED School Turnaround	
Address Line 1		2		USED Transformation Model	
Address Line 2		3		USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode					
Email Address		Indicate the source(s) of funding for which the school is eligible, and that you r			
Telephone Number				1003(a)	
NCES ID #:				1003(g)	
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	Indicate this school's cohort with an X.			
		Cohort I		Cohort II	Cohort III
		Cohort IV			
Indicate this school's tier with an X.					
		Tier I		Tier II	Tier III

Allowable Pre-implementation Activities

Campostella

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

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

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

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

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

1. The LEA will hold parent and community meetings to review school performance, discuss the new intervention model to be implemented, and develop school improvement plans in line with the model selected.	a. The LEA has described the process it will use to engage parent and community members in the review of school performance, discussion of selected intervention model, and development of school improvement plans.	Provide information needed to satisfy this requirement in the space below. - Parental involvement is a key component of all interventions. Parents will be informed of all safety-net interventions, before and after school remediation and enrichment programs, and online learning resources. Parents will be informed and involved in the design and implementation of the interventions, and given opportunities to provide input through workshops, info-sessions, newsletters, and the parent link phone system. Attention will be given to increasing PTA membership and parent involvement. -Throughout the school year, community members have the opportunity to learn more about the school's performance data, transformational process, and improvement efforts via the Superintendent's community forums, various principal's sessions, and school board meetings.
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	<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. Throughout the school year and summer, community forums are held at the school site to update all stakeholders on school improvement efforts. Parent and community members are encouraged to contact division and/or school administrators to participate on various committees.</p>
<p>2. The LEA will either: 1) select a charter school operator, a CMO, or an EMO from the state-approved list; or 2) conduct the required review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly select any external provider that may be necessary to assist in planning for the implementation of an intervention model.</p>	<p>a. The LEA has either: 1) chosen a state-approved charter school operator, a CMO, or an EMO from the state approved list; or 2) described the process it will use to conduct the required review process to select a charter school operator, a CMO, or an EMO and contract with that entity, or properly select any external provider that may be necessary to assist in planning for the implementation of an intervention model.</p>	<p>Provide information needed to satisfy this requirement in the space below. The American Institute for Research (AIR) was selected as the Lead Turnaround Partner to provide support and build teacher capacity through professional development, coaching, focus walks, data analysis, and collaborative observations.</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. This provider was on the VDOE approved list of LTP providers.</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. All external providers were approved via the VDOE RFP process prior to being considered for Lead Turnaround Partner support. Opportunities existed for building-level administrators and Instructional Leadership team members to interview and meet with potential LTPs before making a final selection. Once building-level administrators made a decision, selection was forwarded to the executive director of elementary schools. A Statement Of Work from LTP (AIR) was submitted with the initial grant application.</p>

3. The LEA will recruit and hire the incoming principal, leadership team, and/or instructional staff.	a. The LEA has described the process for recruiting and hiring of the principal and/or other staff.	Provide information needed to satisfy this requirement in the space below. The principal is completing her first year as principal at the school and will not be replaced. The Department of Human Resource will provide “priority” status to the staffing of highly-qualified and effective staff.
	b. The LEA has described the professional development it will provide to the newly hired principal and/or other staff to ensure successful implementation of the intervention model.	Provide information needed to satisfy this requirement in the space below. Throughout this summer (and continuing into next school year), professional development will be offered to all staff that address the following: leadership institute, differentiated instruction, formative assessment, RTI, instructional strategies/best practices (reading & math), and the transformational process.
4. The LEA will provide remediation and enrichment to students in schools that will implement an intervention model, purchase appropriate instructional materials, or compensate staff for instructional planning.	a. The LEA has described the remediation and/or enrichment activities, listed the instructional materials to be purchased, and/or described the compensation plan of staff for instructional planning.	Provide information needed to satisfy this requirement in the space below. In the revised application, funding is not being requested to support remediation and/or enrichment programs.
	b. The LEA has described how the remediation and/or enrichment activities, purchase of instructional materials, and/or compensation of staff for instructional planning will contribute to increased student achievement.	Provide information needed to satisfy this requirement in the space below. N/A – see above response
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	a. The LEA has described the professional development it will require to enable staff to effectively implement new or revised instructional programs that are aligned with the school’s comprehensive and instructional plan and intervention model.	Provide information needed to satisfy this requirement in the space below. All staff will be required to participate in professional development that will address the following: differentiated instruction, formative assessment, RTI, and instructional strategies/best practices (all content areas).

intervention model.	b. The LEA has provided a timeline for professional development.	Provide information needed to satisfy this requirement in the space below. This summer (and continuing into next school year), differentiated professional development will be offered. Some sessions will be division-wide and some will be differentiated to meet the data identified needs at the school.
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. Currently, the school uses Schoolnet (division-wide data system) to assist with data, assessment, and curriculum needs.
	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. Schoolnet was fully implemented this school year.
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. This funding will support the services of a LTP (AIR). The LTP, division staff, and school staff will collaborate to conduct a needs assessment to determine next steps (pre-implementation activities) that will be shared with the Shared Governance Team (SGT) at the monthly meetings.
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. The pre-implementation revised SIG budget has been submitted.
	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. Yes, see the revised budget narrative and AIR's Statement of Work.
	c. The LEA pre-implementation budget includes only allowable activities.	Provide information needed to satisfy this requirement in the space below. Yes, see the revised budget narrative.

	<p>d. The LEA pre-implementation budget is sufficient to fund the activities described in the budget narrative.</p>	<p>Provide information needed to satisfy this requirement in the space below. Yes, see the revised budget narrative.</p>
	<p>e. The activities described in the budget narrative support the identified needs.</p>	<p>Provide information needed to satisfy this requirement in the space below. Yes, see the revised budget narrative.</p>
	<p>f. The activities described in the budget narrative can be accomplished within the pre-implementation timeline provided in the application.</p>	<p>Provide information needed to satisfy this requirement in the space below. Yes, see the revised budget narrative.</p>

Allowable Pre-implementation Activities

Jacox

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:

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

(2) 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. -Input is solicited from stakeholders during monthly meetings. PTA meetings, Parent and Principal Chats, and Partnership meetings are held monthly to interact with all community stakeholders. The school provides stakeholders with Open-House, parent link phone calls, monthly newsletters, civic league meetings, parent workshops, networking events, marquee communication, school and district websites, student agendas, e-mails, and PTA bulletin boards/flyers. - Throughout the school year, community members have the opportunity to learn more about the school’s performance data, transformational process, and improvement efforts via the Superintendent’s community forums, various principal’s sessions, and school</p>
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		board meetings.
	b. The LEA has included a timeline of activities designed to include parent and community members in the planning process to implement an intervention model.	Provide information needed to satisfy this requirement in the space below. Throughout the school year and summer, community forums are held at the school site to update all stakeholders on school improvement efforts. Parent and community members are encouraged to contact division and/or school administrators to participate on various committees.
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.	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.	Provide information needed to satisfy this requirement in the space below. Pearson was selected as the Lead Turnaround Partner to provide support and build teacher capacity through professional development, coaching, focus walks, data analysis, and collaborative observations.
	b. The LEA has provided copies of the request for proposals (RFP), application guidelines for external providers, and criteria used to evaluate applications.	Provide information needed to satisfy this requirement in the space below. This provider was on the VDOE approved list of LTP providers.
	c. The LEA has provided a timeline for recruiting, screening, and selecting external providers.	Provide information needed to satisfy this requirement in the space below. All external providers were approved via the VDOE RFP process prior to being considered for Lead Turnaround Partner support. Opportunities existed for building-level administrators and Instructional Leadership team members to interview and meet with potential LTPs before making a final selection. Once building-level administrators made a decision, selection was forwarded to the

		executive director of elementary schools. A Statement Of Work from LTP (Pearson) was submitted with the initial grant application.
3. The LEA will recruit and hire the incoming principal, leadership team, and/or instructional staff.	a. The LEA has described the process for recruiting and hiring of the principal and/or other staff.	Provide information needed to satisfy this requirement in the space below. The principal is completing her third year as principal at the school and will not be replaced. The Department of Human Resource will provide “priority” status to the staffing of highly-qualified and effective staff.
	b. The LEA has described the professional development it will provide to the newly hired principal and/or other staff to ensure successful implementation of the intervention model.	Provide information needed to satisfy this requirement in the space below. In the revised application, funding is not being requested to support remediation and/or enrichment programs.
4. The LEA will provide remediation and enrichment to students in schools that will implement an intervention model, purchase appropriate instructional materials, or compensate staff for instructional planning.	a. The LEA has described the remediation and/or enrichment activities, listed the instructional materials to be purchased, and/or described the compensation plan of staff for instructional planning.	Provide information needed to satisfy this requirement in the space below. N/A – see above response
	b. The LEA has described how the remediation and/or enrichment activities, purchase of instructional materials, and/or compensation of staff for instructional planning will contribute to increased student achievement.	Provide information needed to satisfy this requirement in the space below. N/A – see above response

5. The LEA will provide professional development that will enable staff to effectively implement new or revised instructional programs that are aligned with the school's comprehensive and instructional plan and intervention model.	a. The LEA has described the professional development it will require to enable staff to effectively implement new or revised instructional programs that are aligned with the school's comprehensive and instructional plan and intervention model.	Provide information needed to satisfy this requirement in the space below. All staff will be required to participate in professional development that will address the following: differentiated instruction, formative assessment, RTI, and instructional strategies/best practices (all content areas).
	b. The LEA has provided a timeline for professional development.	Provide information needed to satisfy this requirement in the space below. This summer (and continuing into next school year), differentiated professional development will be offered. Some sessions will be division-wide and some will be differentiated to meet the data identified needs at the school.
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. Currently, the school uses Schoolnet (division-wide data system) to assist with data, assessment, and curriculum needs.
	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. Schoolnet was fully implemented this school year.
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. This funding will support the services of a LTP (Pearson). The LTP, division staff, and school staff will collaborate to conduct a needs assessment to determine next steps (pre-implementation activities) that will be shared with the Shared Governance Team (SGT) at the monthly meetings.
8. The LEA's budget includes sufficient funds to conduct pre-implementation activities fully and	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. The pre-implementation revised SIG budget has been submitted.

effectively in addition to implementing an intervention model throughout the period of availability of funds.	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. Yes, see the revised budget narrative and Pearson’s Statement of Work.
	c. The LEA pre-implementation budget includes only allowable activities.	Provide information needed to satisfy this requirement in the space below. Yes, see the revised budget narrative.
	d. The LEA pre-implementation budget is sufficient to fund the activities described in the budget narrative.	Provide information needed to satisfy this requirement in the space below. Yes, see the revised budget narrative.
	e. The activities described in the budget narrative support the identified needs.	Provide information needed to satisfy this requirement in the space below. Yes, see the revised budget narrative.
	f. The activities described in the budget narrative can be accomplished within the pre-implementation timeline provided in the application.	Provide information needed to satisfy this requirement in the space below. Yes, see the revised budget narrative.

Allowable Pre-implementation Activities

Lafayette-Winona

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:

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

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

<p>1. The LEA will hold parent and community meetings to review school performance, discuss the new intervention model to be implemented, and develop school improvement plans in line with the model selected.</p>	<p>a. The LEA has described the process it will use to engage parent and community members in the review of school performance, discussion of selected intervention model, and development of school improvement plans.</p>	<p>Provide information needed to satisfy this requirement in the space below. -The school leadership team solicits staff and stakeholder feedback through surveys (formal and informal, verbal and written), Shared Governance Team meetings, and monthly faculty meetings. Decisions are communicated to the staff and stakeholders in writing (newsletters, e-mail, etc.) and/or verbally through scheduled meetings. A Parent Advisory Group and Student Advisory Group were created to allow stakeholder input to support an atmosphere of change. - Throughout the school year, community members have the opportunity to learn more about the school’s performance data, transformational process, and improvement efforts via the Superintendent’s community forums, various principal’s sessions, and school</p>
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		board meetings.
	b. The LEA has included a timeline of activities designed to include parent and community members in the planning process to implement an intervention model.	Provide information needed to satisfy this requirement in the space below. Throughout the school year and summer, community forums are held at the school site to update all stakeholders on school improvement efforts. Parent and community members are encouraged to contact division and/or school administrators to participate on various committees.
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.	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.	Provide information needed to satisfy this requirement in the space below. The American Institute for Research (AIR) was selected as the Lead Turnaround Partner to provide support and build teacher capacity through professional development, coaching, focus walks, data analysis, and collaborative observations.
	b. The LEA has provided copies of the request for proposals (RFP), application guidelines for external providers, and criteria used to evaluate applications.	Provide information needed to satisfy this requirement in the space below. This provider was on the VDOE approved list of LTP providers.
	c. The LEA has provided a timeline for recruiting, screening, and selecting external providers.	Provide information needed to satisfy this requirement in the space below. All external providers were approved via the VDOE RFP process prior to being considered for Lead Turnaround Partner support. Opportunities existed for building-level administrators and Instructional Leadership team members to interview and meet with potential LTPs before making a final selection. Once building-level administrators made a decision, selection was forwarded to the

		executive director of middle schools. A Statement Of Work from LTP (AIR) was submitted with the initial grant application.
3. The LEA will recruit and hire the incoming principal, leadership team, and/or instructional staff.	a. The LEA has described the process for recruiting and hiring of the principal and/or other staff.	Provide information needed to satisfy this requirement in the space below. The principal is completing her second year as principal at the school and will not be replaced. The Department of Human Resource will provide “priority” status to the staffing of highly-qualified and effective staff.
	b. The LEA has described the professional development it will provide to the newly hired principal and/or other staff to ensure successful implementation of the intervention model.	Provide information needed to satisfy this requirement in the space below. Throughout this summer (and continuing into next school year), professional development will be offered to all staff that address the following: leadership institute, differentiated instruction, formative assessment, RTI, instructional strategies/best practices (reading & math), and the transformational process.
4. The LEA will provide remediation and enrichment to students in schools that will implement an intervention model, purchase appropriate instructional materials, or compensate staff for instructional planning.	a. The LEA has described the remediation and/or enrichment activities, listed the instructional materials to be purchased, and/or described the compensation plan of staff for instructional planning.	Provide information needed to satisfy this requirement in the space below. In the revised application, funding is not being requested to support remediation and/or enrichment programs.
	b. The LEA has described how the remediation and/or enrichment activities, purchase of instructional materials, and/or compensation of staff for instructional planning will contribute to increased student achievement.	Provide information needed to satisfy this requirement in the space below. N/A – see above response

5. The LEA will provide professional development that will enable staff to effectively implement new or revised instructional programs that are aligned with the school's comprehensive and instructional plan and intervention model.	a. The LEA has described the professional development it will require to enable staff to effectively implement new or revised instructional programs that are aligned with the school's comprehensive and instructional plan and intervention model.	Provide information needed to satisfy this requirement in the space below. All staff will be required to participate in professional development that will address the following: differentiated instruction, formative assessment, RTI, and instructional strategies/best practices (all content areas).
	b. The LEA has provided a timeline for professional development.	Provide information needed to satisfy this requirement in the space below. This summer (and continuing into next school year), differentiated professional development will be offered. Some sessions will be division-wide and some will be differentiated to meet the data identified needs at the school.
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. Currently, the school uses Schoolnet (division-wide data system) to assist with data, assessment, and curriculum needs.
	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. Schoolnet was fully implemented this school year.
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. This funding will support the services of a LTP (AIR). The LTP, division staff, and school staff will collaborate to conduct a needs assessment to determine next steps (pre-implementation activities) that will be shared with the Shared Governance Team (SGT) at the monthly meetings.
8. The LEA's budget includes sufficient funds to conduct pre-implementation activities fully and	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. The pre-implementation revised SIG budget has been submitted.

effectively in addition to implementing an intervention model throughout the period of availability of funds.	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. Yes, see the revised budget narrative and AIR's Statement of Work.
	c. The LEA pre-implementation budget includes only allowable activities.	Provide information needed to satisfy this requirement in the space below. Yes, see the revised budget narrative.
	d. The LEA pre-implementation budget is sufficient to fund the activities described in the budget narrative.	Provide information needed to satisfy this requirement in the space below. Yes, see the revised budget narrative.
	e. The activities described in the budget narrative support the identified needs.	Provide information needed to satisfy this requirement in the space below. Yes, see the revised budget narrative.
	f. The activities described in the budget narrative can be accomplished within the pre-implementation timeline provided in the application.	Provide information needed to satisfy this requirement in the space below. Yes, see the revised budget narrative.

Allowable Pre-implementation Activities

P. B. Young

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:

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

(4) 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. -This school has an on-going partnership with the United Way. They have formed a powerful cross-sector of partnerships focused on driving educational success called United for Children. Through this partnership, administration, teachers, parents, and community stakeholders meet to determine the needs of PB Young and review the school's improvement plan. -Throughout the school year, community members have the opportunity to learn more about the school’s performance data, transformational process, and improvement efforts via the Superintendent’s community forums, various principal’s sessions, and school board meetings.</p>
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	<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. Throughout the school year and summer, community forums are held at the school site to update all stakeholders on school improvement efforts. Parent and community members are encouraged to contact division and/or school administrators to participate on various committees.</p>
<p>2. The LEA will either: 1) select a charter school operator, a CMO, or an EMO from the state-approved list; or 2) conduct the required review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly select any external provider that may be necessary to assist in planning for the implementation of an intervention model.</p>	<p>a. The LEA has either: 1) chosen a state-approved charter school operator, a CMO, or an EMO from the state approved list; or 2) described the process it will use to conduct the required review process to select a charter school operator, a CMO, or an EMO and contract with that entity, or properly select any external provider that may be necessary to assist in planning for the implementation of an intervention model.</p>	<p>Provide information needed to satisfy this requirement in the space below. Pearson was selected as the Lead Turnaround Partner to provide support and build teacher capacity through professional development, coaching, focus walks, data analysis, and collaborative observations.</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. This provider was on the VDOE approved list of LTP providers.</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. All external providers were approved via the VDOE RFP process prior to being considered for Lead Turnaround Partner support. Opportunities existed for building-level administrators and Instructional Leadership team members to interview and meet with potential LTPs before making a final selection. Once building-level administrators made a decision, selection was forwarded to the executive director of elementary schools. A Statement Of Work from LTP (Pearson) was submitted with the initial grant application.</p>

3. The LEA will recruit and hire the incoming principal, leadership team, and/or instructional staff.	a. The LEA has described the process for recruiting and hiring of the principal and/or other staff.	Provide information needed to satisfy this requirement in the space below. The superintendent, executive director of elementary schools, and human resource staff will provide “priority” status to the staffing of highly-qualified and effective staff (principal and teachers).
	b. The LEA has described the professional development it will provide to the newly hired principal and/or other staff to ensure successful implementation of the intervention model.	Provide information needed to satisfy this requirement in the space below. Throughout this summer (and continuing into next school year), professional development will be offered to all staff that address the following: leadership institute, differentiated instruction, formative assessment, RTI, instructional strategies/best practices (reading & math), and the transformational process.
4. The LEA will provide remediation and enrichment to students in schools that will implement an intervention model, purchase appropriate instructional materials, or compensate staff for instructional planning.	a. The LEA has described the remediation and/or enrichment activities, listed the instructional materials to be purchased, and/or described the compensation plan of staff for instructional planning.	Provide information needed to satisfy this requirement in the space below. In the revised application, funding is not being requested to support remediation and/or enrichment programs.
	b. The LEA has described how the remediation and/or enrichment activities, purchase of instructional materials, and/or compensation of staff for instructional planning will contribute to increased student achievement.	Provide information needed to satisfy this requirement in the space below. Provide information needed to satisfy this requirement in the space below. N/A – see above response
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	a. The LEA has described the professional development it will require to enable staff to effectively implement new or revised instructional programs that are aligned with the school’s comprehensive and instructional plan and intervention model.	Provide information needed to satisfy this requirement in the space below. All staff will be required to participate in professional development that will address the following: differentiated instruction, formative assessment, RTI, and instructional strategies/best practices (all content areas).

intervention model.	b. The LEA has provided a timeline for professional development.	Provide information needed to satisfy this requirement in the space below. This summer (and continuing into next school year), differentiated professional development will be offered. Some sessions will be division-wide and some will be differentiated to meet the data identified needs at the school.
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. Currently, the school uses Schoolnet (division-wide data system) to assist with data, assessment, and curriculum needs.
	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. Schoolnet was fully implemented this school year.
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. This funding will support the services of a LTP (Pearson). The LTP, division staff, and school staff will collaborate to conduct a needs assessment to determine next steps (pre-implementation activities) that will be shared with the Shared Governance Team (SGT) at the monthly meetings.
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. The pre-implementation revised SIG budget has been submitted.
	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. Yes, see the revised budget narrative and Pearson's Statement of Work.
	c. The LEA pre-implementation budget includes only allowable activities.	Provide information needed to satisfy this requirement in the space below. Yes, see the revised budget narrative.

	<p>d. The LEA pre-implementation budget is sufficient to fund the activities described in the budget narrative.</p>	<p>Provide information needed to satisfy this requirement in the space below. Yes, see the revised budget narrative.</p>
	<p>e. The activities described in the budget narrative support the identified needs.</p>	<p>Provide information needed to satisfy this requirement in the space below. Yes, see the revised budget narrative.</p>
	<p>f. The activities described in the budget narrative can be accomplished within the pre-implementation timeline provided in the application.</p>	<p>Provide information needed to satisfy this requirement in the space below. Yes, see the revised budget narrative.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

School 1 Name:	Campostella Elementary
<p>Reflections and Planning</p> <p>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:</p> <p>1. Please list 3- 5 goals for the upcoming school year:</p>	<p>TAO1, TAO2, TAO3, D3-D6 -Goals for the 2014-2015 school year as follows:</p> <p>Goal 1-Increase student achievement</p> <p>Reading</p> <p>100% of students in all subgroups will show an increase in the Spring 2015 Virginia Standards of Learning in Reading /Language Arts</p> <p>- Students will complete the STAR Reading assessment three times per year. This assessment measures student's reading level progress, with the ultimate goal of each student increasing his or her instructional reading level by one or more years.</p> <p>Math</p> <p>100% of students in all subgroups will show an increase in the Spring 2015 Virginia Standards of Learning in Math</p> <p>- Students will complete the STAR Math assessment three times per year. Students in grades 3 - 5 will reflect a 20% performance increase in the combined strands of Number Sense and Computation and Estimation.</p> <p>Goal 2-Build teacher capacity</p> <p>Based on collection of formal and informal observations, SGT Focus Walks, and weekly lesson plan check, 100% of teachers will demonstrate proficiency in lesson planning, curriculum alignment, student engagement, and delivery of instruction.</p> <p>Goal 3-Increase Parental Involvement</p> <p>There will be a 50% increase in overall parent participation in school-wide events activities as measured by monthly sign-in sheets (monthly parent workshops, school programs, and parent-teacher conferences).</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>Indicators B2, B4, G1-G6-a. One major change in climate took place prior to the first day of school. Wave City Care provided 100+ volunteers to landscape, paint murals of the new school mascot, and help teachers unpack.</p> <p>1. Teachers, parents, and community members recognize that the school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate and that the school has established a comprehensive system to address barriers to learning and teaching and reengaging students who have become disengaged.</p> <p>b. A purposeful promotion of meaningful and engaging practices, school-wide activities, and norms that promote learning and positive social, emotional, and civic responsibilities has been established. Providing transportation for parents and community members to during and after-school activities has been implemented. Weekly messages from the principal including Kudos are shared via emails and school announcements. Greater visibility and accessibility of the principal is now in practice. The school colors and mascot are very visible throughout the building and students, as well as staff, consistently wear school colors to promote unity.</p> <p>1. The continuous implementation and training for teachers will guide our students, parents, staff, and the community, around a common culture using proven best-practices and intervention that value all children and offers them the caring relationships and high expectations necessary for their success.</p> <p>2. The school climate improved as an esthetic environment in which teachers, parents, and the community feel welcomed, supported, and safe: socially, emotionally, intellectually, and physically.</p> <p>c. Initially, transportation provided to parents and community members to promote participation in school-wide activities was not accessed vigorously. However, participation has increased over time.</p>
<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>D5-D7-Displacement of the school from the community present challenges and barriers to actively engage parents within the school setting. Additionally, the separation of staff requires additional personnel to support the professional development, collaborative planning, student remediation, and intervention to both locations. During the past two years, 2012-2014, the staff has experienced a large turnover and four administrative changes. The current school year, 2013-2014, has resulted in a relocation and division of the school into two different campuses; Pre-k-1 @ Berkley-Campostella ECC and grades 2-5 @ the former J.J. Roberts building. Teachers buying into the new administrative change, staff's perception of school and surrounding community, and building collegiately amongst both school sites are an anticipated barrier to climate change that effect school culture. Teachers' expectation of student achievement may be an anticipated barrier as well.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<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>Indicators G1-G6 , I8,K1-2-1a. Input is solicited from school staff via E-mails, Weekly Messages, and Grade- level planning. Additional opportunities for input are available during monthly faculty, Correlate, Transformational, Instructional Leadership Team, Data, and Vertical Team Meetings. Professional development is offered twice weekly, and surveys are administered intermittently throughout the school year. Agendas for each meetings are distributed and minutes are recorded from each team meetings held in a binder by the committee chairs.</p> <p>1a. Input is solicited from stakeholders via PTA meetings, Campostella ES school event, Open-House, Parentlink telephone system, monthly newsletter, civic league meetings, parent workshops, networking events, marquee, school and district websites, Student Agendas, e-mails, and PTA bulletin boards/flyers. The Parent Engagement liaison, Guidance Counselor, Office Manager, and School Data Support Specialist, correspond with parents daily on pertinent issues involving the teaching /learning process and updates on the school improvement plan.</p> <p>1b. Decisions are communicated with all staff through weekly staff messages, grade level planning, faculty meetings, emails, school announcements, and ongoing communication with administration.</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>Indicators G5, I8, 10-11--Responsibilities are divided based on staff members' endorsement, expertise, depth of knowledge, and strength. Specialist-Grade Level Planning, PD, Data Team Meetings, CFA, Provides Instructional Materials and resources, model lessons, Afterschool Tutoring, Support Tier II & Tier III instruction Interventionist-Support Tier II & Tier III instruction, Model lessons, Test Chair, Indistar Process Manager, Afterschool Tutoring, behavior support, classroom management support, some are Vertical Teams and Correlate Chairs.</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>Indicators A1-A4, G6-The members of SGT, which consist of state, district, principal and Instructional Team, meet monthly to discuss, collaborate, and plan next steps which supports student achievement, increasing teacher's capacity through planning and delivery of instruction.</p> <p>The Leadership Team meet weekly to review and disaggregate data to identify Tier II & Tier III students, provide focus walks to observe delivery of instruction and classroom management, review observations, and repeat the Cycle of Results as indicated. The team will monitor to see if new strategies and practices are implemented.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)</p>	<p>(TA01, TA02, TA03)-For the 2013 - 2014 school year, Campostella Elementary implemented a universal screening process to identify Tier II and Tier III students who require additional intervention in reading and math. Students completed the NPS District Pre-Assessment in reading and math. Based on the data results, Tier II students were identified as scoring within the 50-70% proficiency range and Tier III students scoring within the 0-49% proficiency range.</p> <ul style="list-style-type: none"> • Students in grades 3-5 completed the NPS District Pre-Assessment in reading and math. • Students in Grade 5 completed the State Algebra Readiness Test • Teachers administered the PALS assessment to Kindergarten students. • Teachers administered the Math Progress Monitoring Assessment in grades K - 2. • Teachers administered DBA. • Teachers will administer monthly building level common formative assessments as an ongoing progress monitoring method. • Achieve 3000, My Access, and i-Station
<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>(TA01, TA02, TA03)-a.Teachers differentiate learning for students in Tier I instruction through researched-based enrichment, alternative assessments, and project-based learning in a format which supports and encourages full engagement.</p> <p>Small and flexible grouping provide additional opportunities for teachers to address deficits in content and skills, encourage students to work of teacher in small group setting, and supports enrichment and extension.</p> <p>b. Formative assessments used in the school by identifying the performance level of students by Tiers, planning, and delivery of instruction, intervention, and providing support.</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>(TA01, TA02, TA03)-Student achievement goal-setting, impacts classroom instruction by guiding data -driven lesson planning, delivery and differentiation of instruction, and assessment.</p> <p>Teachers implement the Cycle for Results to ensure that lesson-planning, delivery of instruction, assessments, and remediation supports professional development goals and supports student achievement and academic success.</p>

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<p>EXTERNAL SUPPORT</p> <p>1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>Indicators D3-D6-Checkered Flag, Wave City Care/Wave Church, Calvary, Mount Lebanon, Hedges and Highways, Kappas of Norfolk, Norfolk State University, Old Dominion University, 4 H/VA Tech, Garden of Hope/Gethsemane, Crispus Attucks Cultural Center, Daughters of Life Corporation, and Elegance In Action are official partners with Campostella Elementary School.</p> <p>Crispus Attucks Cultural Center RISE! Program provided a grant to pay for the RISE! After school Tutoring Program to support academic instruction for approximately sixty, 3-5 grade Tier II and Tier III students. The grant paid the salary of six teachers to provide afterschool instruction, twice weekly for 1.5 hours. Session I of the program ran from November 7- February 20. Session II will increase to 120 3-5 grade students, 10 teachers, and will run from February 24-May 10, 2014.</p> <p>In addition, Crispus Attucks Cultural Center will provide Heartbeat Dance to approximately 30, 2-5 grade students in an effort to build self-confidence, stay fit, and develop sustainable social skills.</p> <p>Compassion Therapeutic Day Counseling Services, provide students and their families support throughout the school year. Compassion is a therapeutic day program housed in the school that addresses behaviors, which impede student progress. The work provided by counselors has resulted in decreased out of school suspensions and higher promotion rates.</p> <p>Checkered Flag car dealership provides vans as needed to transport parents to and from workshops.</p> <p>Wave City Care/WAVE Church-provided 66 Thanksgiving baskets, as well as, 100 Christmas baskets, gifts, and a party for selected families. Before students returned to school, they facilitated the beautification project which included landscaping, painting murals, and assisting teachers with setting up their classrooms. In addition, they provide summer academy and a summer in the neighborhood project.</p> <p>Mount Lebanon-Uniform donations, use of Fellowship Hall for events, supply donations.</p> <p>Hedges and Highways-Read to the students monthly.</p> <p>Daughters of Life Corporation-Holiday food baskets, adopts families during the holiday season, connects us to other available resources, send students to Camp Hope Haven Union Mission Camp, and provide financial assistance to families in crisis.</p> <p>Kappas of Norfolk-Thanksgiving baskets, supply donations, and donate to the clothing closet.</p> <p>Norfolk State University-Mentors, Thanksgiving donations, adopt families during the holiday season.</p> <p>Old Dominion University-Adopts families during the holiday season, connects us to available resources.</p> <p>4H/VA Tech-Nutrition workshops/classes for parents and students (includes donations of item needed in order to eat and cook healthy), volunteers.</p> <p>Garden of Hope/Gethsemane-Supply donations, monetary donations, and connect us to available resources.</p> <p>Elegance in Action-Volunteers, Holiday donations. Metropolitan Funeral Service-Monetary donations, donates items each holiday. USS Bataan-Mentors/Volunteers, monetary donations, supplies donations.</p> <p>Catholic Charities-Monthly Grandparent's Support Group, adopts families during the holiday season, connects us to other available resources.</p>
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<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	<p>Indicators E5 - E7 A.I.R. will be selected to be the Lead Turnaround Partner to provide support and build teacher capacity through professional development, coaching, focus walks, data analysis, and observations. A.I.R. will work with CES administration, Instructional Leadership team members, and staff to ensure student achievement and sustainable growth over the next three years and beyond. - A.I.R. will provide support with the implementation of the Transformation Model and achieving goals by providing the following: a School Transformation Coach to support all school improvement efforts, professional development & coaching to align with building teachers' capacity in instructional practices, providing reading and math instructional coaching support, and professional development to support and assist in lesson planning, curriculum alignment, student engagement, and delivery of instruction. Furthermore, they will provide leadership support in data analysis using diagnostic tools and progress monitoring. Additional support will be provided with engaging parents by partnering with the parent liaison to develop activities and events. - A.I.R. will also serve as a member of the Shared Governance Team (See attached SOW).</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>Indicators D3-D6-Parental involvement is a key component of all intervention. Parents will be informed of all safety-net interventions, before and after school remediation and enrichment programs, and online learning resources. Parents will be informed and involved in the design and implementation of the interventions, and given opportunity for input through workshops, info-sessions, newsletters, and Parentlink phone system. Attention will be given to increase PTA membership and parent involvement. A parent retreat will extend opportunities for parents to provide input on school initiatives and activities. Moreover, bringing teachers and parents together promotes collaborative partnerships that reinforce specific skills and instructional strategies taught at school, that parents can reinforce at home.</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>Indicators H1, H5-7-The Department of Human Resources hosts job fairs to solicit the most qualified applicants. Once the applicants have been screened by HR, prospective candidates are sent to Campostella ES to be interviewed by the school administrator, which then determines the grade-level based on content knowledge, endorsements, experience, and best-fit. Once hired, the candidate is provided guidance and support from the administration and CES Instructional Leadership team. If after careful observation it is deemed necessary by the administration to place the teacher in another grade level based on the strengths or weaknesses observed, then the transition is made swiftly to ensure continued school improvement and ensure student success.</p>

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<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>Indicators H8-H9-All teachers received training on the evaluation tool. Professional development and guidance were provided for teachers to complete their goal setting form. Teachers who are on summative are informed and are given guidelines for observations and summative evaluations. Teacher quality is evaluated through both formal and informal observations throughout the school year. As observations are completed, administrator/teacher post observations conferences are held. Evaluative comments given to teachers are aligned to the teacher evaluation instrument. Teachers are also evaluated based on student growth.</p>
<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates. b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	<p>Indicators H10-15, Strand K- a. 1. School leaders, teachers, and other staff's achievements are recognized during meetings on the morning news show, kudos in weekly message, staff incentives, newsletters, and on the marquee in front of the school. They are presented with certificates, small tokens of appreciation, and incentives 2. March Madness Staff Training-Putting SOLs Through The Hoops in Reading & Math (presented by Beth Estill) b. Teachers who need support are identified through on-going classroom observations and analyses of available informal and formal student data. Teachers receive extra support from administration, district-level content specialists, CES Instructional Leadership Team, as well as, the Lead Turnaround Partner through modeling, coaching, individualized, and tiered professional development. Feedback is provided by the Shared Governance Team (SGT) on monthly walk-through and classroom observations.</p>
<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>Indicators C1-C8-The principal is formally evaluated and given feedback by their NPS Executive Directors for Elementary Schools twice annually. The principal completes the evaluative rubric, which if needed, is revised by the Executive Director for the mid-year evaluation, as well as for the annual summative evaluation at the end of the school year. Student and teacher surveys provide feedback on the school and on administrative leadership during late spring of each year.</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>Not Applicable</p>

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<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>Indicators A1-A4, G1, G5, K1-K2, -Decisions are made by various stakeholders. The division, the principal, the CES Instructional Leadership team, and teachers make decisions based on student achievement data, professional development needs, and observations completed during monthly SGT visits. The CES Instructional Leadership Team meets weekly to discuss everything related to the school improvement effort, overall strategic vision, and various assessment data points which are specific to the foundational issues that impact the improvement plan. During this time, the team works collaboratively to make all decisions that will positively affect the data. Before final decisions are made, opportunities are provided to share thoughts on the data and activities that will impact instruction.</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>Indicators H16-22 -One barrier that impedes the school from succeeding is the district's policy on removing ineffective teachers. In previous years, although not legally binding, the district has recognized and supported teacher tenure/seniority after 3 years of provisional teaching in NPS. Removing ineffective teachers requires involved, detailed, and time-consuming paperwork. Schools in improvement may be negatively affected by these policies concerning seniority and Reduction in Force.</p> <p>The second barrier is the transfer policy. Many teachers find Title I and/or Priority schools challenging. The school's stability is negatively impacted by this constant staff turnover. Necessary documentation for these teachers will definitively began the fall of 2013.</p> <p>In the 2013-2014 school year, 14 teachers transferred out and 15 teachers with three years or less teaching experience are on the staff, eight of these teachers never taught previously.</p>

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<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>Indicator B4 -The school and district will maintain the use of the Indistar tool to:</p> <p>1a. Continue to analyze and monitor data of student progress, build students’ capacity by tracking their progress, build teachers’ capacity through professional development, continue to provide leadership and instructional support to principal based on students’ performance data and teacher observation data. Collaboration will continue among central administration, various departments, and building level administration to provide support in the following areas: data analysis to gauge student achievement, professional development to continue to build teachers’ and administrator’s capacity. District content specialist and building level math and reading specialists will continue to support faculty to build their instructional capacity. These practices will assist in the ongoing Transformation Model and support school improvement efforts during the Phase-Out planning process.</p> <p>1b. Multiple funding sources will be in place by Title 1, LEA, community partnerships, etc., to support the Transformation Model with a scaffold-model support. The district will support the administration and instructional leadership team in aligning resources to support the goals of the Transformation Model. The district and building level instructional leadership team will prepare for the phase out of funds by providing ongoing professional development to maintain the capacity of the teaching staff based on student performance data and teacher observations. The district will also continue to provide Title 1 funding to support parental involvement through the Title 1 funded Parent Liaison position. In addition, the district will ensure that ongoing funding is provided to maintain the Safety Net and SOL remediation programs. School improvement efforts such as part time teachers will assist with the efforts to continue services to students and staff.</p>
<p>2. What supports from the state would be the most helpful?</p>	<p>Indicators B1-B4-Supports from the state that would be the most helpful include but is not limited to :</p> <ul style="list-style-type: none"> • A continued relationship and open communication with a state facilitator to monitor and provide feedback as needed. • Funding to support and maintain academic growth. • Funding to support and sustain technology enhancements and upgrades. • Funding to support staffing movement, training, and professional development.
<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>

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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 *This information will be shared with USED.</p>	<p>Indicators J1-J8-For school year (2012-2013), all students were required to attend school for 68,580 minutes. Additional hours include- Saturday School- 2,640 minutes After School Enrichment-1,080 minutes Summer School-5,400 minutes</p> <p>For last school year (2012-2013), all students were required to attend school for 68,580 minutes. Additional hours included- After School- 3,960 minutes. Additionally, we plan to provide before school extended learning time opportunities.</p>
<p>4. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged</p>	<p style="text-align: center;">Total Students: 658 Male: 318 Female: 340 Asian: 0 Black: 639 Hispanic: 7 White: 0 Students with disabilities: 90 Limited English proficient: 1 Migrant: 0 Homeless: 5 Economically disadvantaged: 627</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>TAO1, TAO2, TAO3 -Area 1: Reading – The annual reading scores demonstrate a decline in student achievement in grades 3-5 following Spring SOL testing in 2013. Grade 3 demonstrated a proficient pass rate in 2011; however the grade level decreased 34 percentage points Spring 2012 (66%, 75%, 41%). Grade 4 decreased 54 percentage points from Spring 2011 to Spring 2012 (53%, 83%, 25%). Grade 5 decreased 44 percentage points from Spring 2011 to Spring 2012 (60%, 79%, 35%).</p> <p>Area 2: Math – Annual math scores reflect a consistent decline in student achievement beginning in 2010-2011. Grade 3 has declined 53 percentage points (75%, 43%, 22%). Grade 3 has seen the most significant decrease. Grade 4 decreased 36 percentage points (52%, 35%, 16%). Much like Grade 4, Grade 5 student achievement has decreased 37 percentage points (66%, 39%, 29%).</p>
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Tab 2: School 1 Reflections and Planning
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<p>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p>	<p>Campostella Elementary School was built in 1962, as Norfolk’s first windowless school. The physical site is in the process of being rebuilt and students and staff were relocated. Due to its enrollment size, the school had to be divided into two separate sites. Grades PK-1 are at Berkeley ECC and Grades 2 -5 are at the former JJ Roberts Elementary School. The ECC site has a total of 15 classrooms with 10 mobile units. The JJ Roberts site has 21 classes with 4 mobile units.</p> <p>The Library Media Center @ JJ Roberts Elementary School currently has 11 desktops and a smart board for instructional and interactive activities. The media center is on a flexible schedule to allow whole group lessons and individual student checkout times.</p> <p>The cafeteria is located off the main hall. It has only one serving line and doubles as the auditorium during school-wide events.</p> <p>The school does not have a gymnasium. PE takes place in a small multipurpose room that only accommodates 1 class at a time. There is an open field, playground, and basketball court for PE when the weather permits. All of these outdoor resources are available to the classroom teachers during recess.</p>	
<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p>Technology is readily available to teachers and students throughout the building. Laptop carts in each grade 2-5 classroom, student laptops, desktop computers, and Ipad minis, Smart Interactive White boards, and Elmo Document cameras, playaways, digital cameras, cam recorder, and projectors provide access for computer based instruction, testing, and classroom instruction</p>	
<p>8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade OR subject for the 2012-2013 school year. This should be an unduplicated count for each set.</p>		
<p>Set 1 Category</p>	<p>Number of Teachers</p>	<p>Percentage of All Teachers</p>
<p>Highly qualified teachers</p>	<p>54</p>	<p>100%</p>
<p>Teachers (not highly qualified)</p>	<p>0</p>	<p>0%</p>
<p>Set 2 Category</p>	<p>Number of Teachers</p>	<p>Percentage of All Teachers</p>

Tab 2: School 1 Reflections and Planning
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Teachers with less than 3 years in grade/subject	12	22%
Number of teachers with a provisional license	0	0%

Tab 2: School 1 Reflections and Planning
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<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>Sample:</p> <table border="1"> <thead> <tr> <th>Yrs</th> <th>#Instructional Staff</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> </tr> <tr> <td>1</td> <td>6</td> </tr> <tr> <td>2</td> <td>4...</td> </tr> </tbody> </table> <p>b. Total number of days teachers worked divided by the number of teaching days (2012-2013).</p>	Yrs	#Instructional Staff	0	1	1	6	2	4...	<p>Years / # Instructional Staff</p> <p>3</p> <p>3-2</p> <p>7-3</p> <p>9-1</p> <p>10-2</p> <p>14-2</p> <p>16-1</p> <p>18-1</p> <p>21-2</p> <p>22-2</p> <p>24-1</p> <p>29-1</p> <p>30-1</p> <p>31-1</p> <p>32-1</p> <p>33-3</p> <p>34-2</p> <p>35-3</p> <p>36-1</p> <p>37-1</p> <p>39-2</p> <p>40-2</p> <p>41-3</p> <p>42-2</p> <p>43-1</p> <p>44-1</p> <p>48-0</p> <p>49-2</p> <p>0b Total numbers of days teachers work (10,909.97) / Total number of teaching days (11,440) = 95.36%</p>	<p>2-</p>
Yrs	#Instructional Staff									
0	1									
1	6									
2	4...									
<p>Required Elements</p> <p>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>									

Tab 2: School 1 Reflections and Planning
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<p>1. a. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively. b. Provide a timeline.</p>	<p style="text-align: right;">-To ensure</p> <p>Indicators A1-A4 that the selected transformation model is implemented effectively, division and school-level administrators maintain on-going communications with status updates on all school improvement efforts. Division and school-level staff participate in monthly Shared Governance Team (SGT) meetings to review various data sets, conduct classroom observations, align resources as needed, and receive support updates from the Lead Turnaround Partner. Also, on a monthly basis, our division leadership team meet (with our VDOE liaison) to discuss all school improvement efforts, monitor Indistar plans, and identify schools in need of additional support.</p> <ul style="list-style-type: none"> - The LTP will report out during SGT meetings on required quarterly and monthly reports. Additionally, monthly meetings between building level administration and the LTP, will occur. We will meet with the Lead Turn Around Partners to ensure that they are fully and effectively implementing the Transformation Model by reviewing both quarterly and monthly reports. <p>QUARTERLY REPORTS INCLUDE:</p> <ol style="list-style-type: none"> 1-Cumulative enrollment data for each student- daily attendance, number of absences, tardiness, discipline referrals, out-of-school suspensions and in-school suspensions by infraction and by teacher, and parental request meetings by infraction and by teacher. 2.Aggregate student achievement data including grades for the grading period, diagnostic data, benchmark assessment data, etc. 3.Teacher professional development activities (including agendas of all staff meetings), and teacher absenteeism. 4.Number of minutes provided for extended learning opportunities. 5.Report on the development and coordination of supporting partnerships. 6.Report of parental development activities. <p>MONTHLY REPORTS INCLUDE:</p> <ul style="list-style-type: none"> -Completed teacher evaluations and observations. - Monthly, core SOL curriculum taught including all essential skills and knowledge in each of the four core content areas. - Monthly, line item budget expenditures. - Any other report requested by the local school division or other state or local public educational body. <p>1b. Year 1- (1) Informed parents, businesses , and community stakeholders of the CES Priority School status (2) Shared Governance Team meetings began September, 2013 and continued monthly, thereafter (3) VDOE provided a webinar to preview Lead Turnaround Partners (4)The school established a Transformation Team (5) Interviews of prospective Lead Turnaround Partners were held in December (6) January 2014, a decision was made and contract rendered of selected partner (AIR) (7) SIG grant was completed and submitted. Year 2 – Everything should be in process (adjust practices and improvement plan as needed) Year 3 - Maintain sustainability</p>
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Tab 2: School 1 Reflections and Planning
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<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>Indicators E1-E6-All external providers are approved by the VDOE prior to being selected to support our schools. Opportunities exist for building-level administrators and Instructional Leadership team to interview and meet with Lead Turn Around Partners before making a final determination. Once building-level administrators make a decision, selection is forwarded to executive director of elementary schools. Lead Turn Around Partners maintain ongoing communications with division and school-level staff. Additionally, they provide monthly updates/status reports during SGT and leadership team meetings. Also, they participate in data team meetings and attend all VDOE technical assistance sessions to ensure their alignment with all school improvement efforts.</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>TAO1, TAO2, TAO3</p> <p>To monitor student achievement and ensure that tiered instructional support is provided, schools and the division administer on-going common formative assessments. Assessment data identify students in need of tier 2 and tier 3 interventions. Division team members conduct monthly Focus Walks to monitor rigor, differentiated instruction, curriculum alignment, and full implementation of the "Cycle for Results". Additionally, school staff receive professional development based on their identified areas of need.</p> <p>By 2015-2016, the school will have met all AMO targets in English/Language Arts and Mathematics for all subgroups.</p> <p>- The division has established 75% as the annual goal for student achievement in the state's assessments in both English/Language Arts and Mathematics.</p>

Tab 2: School 1 Reflections and Planning
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<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>Indicators A1-A4, E4-E8</p> <p>Our division has the capacity to support -Campostella ES. The division's school improvement team consists of members from all central administration departments. On a monthly basis, they participate in SGT meetings with the school teams, the Lead Turnaround Partner, and the VDOE liaison. In addition, the Lead Turnaround Partner and Executive Directors maintain ongoing communications with building administrators to ensure that support is provided in all identified areas of need.</p> <ul style="list-style-type: none"> - Parent liaisons have been instituted at the elementary school level to engage the school community with substantial emphasis in parental engagement. Specifically, these liaisons (in collaboration with school leadership), inform parents of the design and implementation of the interventions. Surveys are also used to provide and to give them opportunities for input. Additionally, the division has developed three division-wide Parent Universities to support this process. - Each school is allotted funds to research and design interventions to support safety nets and enrichments. Schools must submit a plan and is expected to implement that plan throughout the school year. Safety net funding may be used to support all efforts that are provided during the school day and during all extended learning opportunities. - Each school has developed and presented their master schedule to their appropriate executive director. The master schedule is required to allocate time and resources for interventions during the day. These interventions are monitored monthly to determine their level of effectiveness. - Internal Lead Partners and central administration department staff participate in all VDOE required Technical Assistance training , sessions, and webinars. - Extensive discussions have been held with all stakeholders to build capacity to implement the Transformation Model with fidelity. Analysis of data and division-wide initiatives have led to the selection of the Transformation Model as the best fit for the school. School leadership support has also been realigned to provide four executive directors to support school improvement efforts.
<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>N/A</p>

Tab 2: School 1 Reflections and Planning
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<p>2. Steps taken to secure the support of the parents for the reform model selected</p>	<p>N/A</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>N/A</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>	<p>N/A</p>

Tab 3: School 2 Reflections and Planning
and Required Elements

School 2 Name:	Jacox Elementary
<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 (TA01, TA02, TA03) Jacox Elementary will increase the number of Tier I students by 10% on the April 2014 District Post Assessment. Fifth grade students will increase from 25% to 35%, fourth grade students will increase from 14% to 24%, and third grade students will increase from 0% to 10%.</p> <p>Goal 2 (TA01, TA02, TA03) Jacox Elementary School will increase the pass rate by 10% on the 3rd - 5th grade English Language Arts May 2014 SOL test. Fifth grade students will increase from 30% to 40%, fourth grade students will increase from 27% to 37%, and third grade students will increase from 21% to 31%.</p> <p>Goal 3 (TA01, TA02, TA03) Jacox Elementary will increase the pass rate by 10% on the 3rd – 5th grade Math May 2014 SOL test. Fifth grade students will increase from 26% to 36%, fourth grade students will increase from 27% to 37%, and third grade students will increase from 17% to 27%.</p> <p>Goal 4 (J3, J5, TA01, TA02, TA03) Jacox Elementary will increase the amount of instructional hours in the school week from 30 to 33 hours per week by January 2014. The hours will be calculated by our student attendance.</p>

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<p>School Climate:</p> <p>1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year?</p> <p>b. What were the most successful strategies used to change the school climate?</p> <p>c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	<p>a. The school continues to provide a warm welcoming feeling. The office staff provides positive customer service to everyone and student work is posted along with informative school information that promotes a sense of urgency to student achievement. School administrators and all staff members model the importance of functioning as a positive unit. We communicate the importance of maintaining a supportive, nurturing, safe, and secure building for all stakeholders.</p> <p>b. Shared decision making and positive proactive communication have been the most successful strategies in improving school climate. Parents, staff, and students receive weekly reminders regarding expectations and school events. We have implemented several extracurricular activities to engage our students and parents to build a sense of school pride. The extracurricular activities compliment the academic support and ensure our students and parents feel we support them academically, socially, and emotionally. The increased school and parent interactions help us to build trusting relationships. We also work with several outside agencies and partners to provide our families with the necessary support for family success.</p> <p>c. Our climate building activities have yielded positive results because family participation in all school events continues to increase and improve. Many of our parents still struggle with the demands of financially providing for their children and need school assistance in order to make education a priority in their home.</p>
<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>During the past two years, 2011-2013, the staff has experienced a large turnover and two administrative changes. A new principal was assigned in August of 2011 and a new assistant principal was assigned in October of 2012. During the current school year, 14 teachers have joined the staff. 10 out of the 14 teachers were either new to teaching or new to Norfolk Public Schools. We struggled to fill classroom positions as our enrollment increased. The larger class sizes and the difficulty locating highly qualified teachers created additional stress within the school. As of January 2014, Jacox received a new third grade teacher and a new interventionist. Our gifted resource position has not been filled. The lack of experienced qualified teachers impacts the services our students receive. Teachers that are disgruntled also present a barrier to school improvement efforts.</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. Input is solicited from school staff via various meetings. The principal exercises an open door policy and teachers are encouraged to offer suggestions for school wide improvement. Teachers also have opportunities to provide input during weekly grade level planning and staff development. Additional opportunities for input are available during monthly faculty meetings, Vertical Team Meetings, School Improvement Team Meetings, Instructional Team Meetings, and School Leadership Meetings. Professional development is offered twice a week and on an as needed basis. Surveys are administered intermittently throughout the school year. Agendas and meeting minutes are recorded from each team meeting and stored. Teachers are recognized and rewarded for input and great suggestions during meetings and weekly reminder notices.</p> <p>1a. Input is solicited from stakeholders during monthly meetings. PTA meetings, Parent and Principal Chats, and Partnership meetings are held monthly to interact with all community stakeholders. The school provides stakeholders with Open-House, Parentlink phone calls, monthly newsletters, civic league meetings, parent workshops, networking events, marquee communication, school and district websites, student agendas, e-mails, and PTA bulletin boards/flyers. The Parent Engagement Liaison, Guidance Counselor, Office Manager, School Data Support Specialist, Teachers, and Administrators correspond with parents daily on pertinent issues involving the teaching /learning process and updates on the school improvement plan.</p> <p>1b. Decisions are communicated with all staff and stakeholders through weekly staff messages, parent link phone calls, grade level planning, faculty meetings, emails, school announcements, and ongoing communication with administration.</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>Responsibilities are divided based on staff members' endorsement, expertise, depth of knowledge, and strength. Teacher Specialist provides teachers with needed staff development based on data. Teachers are encouraged and provided opportunities to develop leadership skills and take on leadership roles by sharing instructional best practices. The Instructional Team, School Leadership Team, and Shared Governance Team meet monthly to monitor school improvement plan.</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>New strategies or practices are monitored weekly. Strategies and practices are analyzed during weekly grade level meetings and adjustments are made immediately if necessary. Teacher specialist from the school and district participate in grade level meetings and provide direct instructional support for improving Tier I instruction. Instructional strategies are also developed, shared, and analyzed during monthly vertical team meetings. The members of SGT, which consist of state, district, principal and instructional team members, meet monthly to discuss, collaborate, and plan next steps which support student achievement, increasing teacher's capacity through planning and delivery of instruction.</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>Students are identified as needing additional support in reading and math per state, district, and school level assessments. For the 2013 - 2014 school year, Jacox Elementary administered a universal screening to identify Tier II and Tier III students who require additional intervention in reading and math. Students completed the NPS District Pre-Assessment in reading and math. Based on the data results, Tier II students were identified as scoring within the 60 - 69% proficiency range and Tier III students scoring within the 0-59% proficiency range.</p> <ul style="list-style-type: none"> • Students in grades 3-5 completed the NPS District Pre-Assessment in reading and math. • Students in Grade 5 completed the State Algebra Readiness Test • Teachers administered the PALS assessment to Kindergarten students. • Teachers administered the Math Progress Monitoring Assessment in grades K - 2. • Teachers will administer monthly building level common formative assessments as an ongoing progress monitoring method. • Achieve 3000, My Access, and i-Station
<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	<p>a. Teachers differentiate learning for students by process, product, and content and provide students with flexible groups and individualized instruction. Researched-based strategies are used to meet the needs of all learners. Teachers provide instruction in whole groups and small flexible groups. The small flexible groups provides additional opportunities for teachers to address deficits in content and skills. The small groups are also used to provide students with enrichment and extension activities.</p> <p>b. Formative assessments are used to identify the effectiveness of intervention, identify students that require additional tiered instruction, and identify areas of instructional need. Results from formative assessments are used to develop tiered instruction and plan staff development</p>

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<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>Student achievement goal-setting directly impacts classroom instruction by guiding data -driven lesson planning, delivery and differentiation of instruction, and assessment. Teachers implement the Cycle for Results to ensure that lesson-planning, delivery of instruction, assessments support student achievement.</p>
<p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>Jacox Elementary maintains partnerships with The Norfolk Police Department, Life Enrichment Center, The Continental Society, Therapeutic Day Treatment Services, Junior Achievement, Jacox PTA, Huntersville Recreation Center, Kappas of Norfolk, Norfolk State University, Garden of Hope/Gethsemane, 103 Jamz, Theresa Brown, and The Attucks Theater. Our partners provide students with extra support via mentoring, tutoring, school supplies, school uniforms, clothes, food, and monetary support to create unique programs. The support is directly aligned to our School Improvement plan because the additional tutors and mentors improve student achievement. The extra-curricular activities help build positive relationships with parents and increase parental involvement in the school. The partners also serve as community stakeholders and participate in developing a positive school climate.</p>

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<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	<p>E1 - The LEA has identified potential external providers. E2 - The LEA has written and issued a request for proposals from potential external providers. E4 - The LEA has reviewed proposals, conducted due diligence, and select provider(s).</p> <p>Our school has chosen Pearson as our Lead Turnaround Partner. Pearson’s solution to support our school is designed to address all seven components outlined by the VDOE, as well as, aligned with our goals of increased pass rates in reading, increased pass rates in math and increasing the number of students identified Tier I based on the Norfolk Public Schools post assessment. In order to support our goals in reading and math, Pearson is going to provide support to the teachers through modeling of best practice strategies, co-teaching, planning, observations with feedback and job embedded professional development. Support will be provided in the following areas: standards aligned curriculum, high performance leadership management and organization, instruction, and assessment, data-driven decisions, strengthen student engagement, and sustainability for continuing improvement.</p>
<p>3. 3. In what ways will parents be involved in the design and implementation of the interventions, and given the opportunity for input? Informed of progress?</p>	<p>Parental involvement is a key component of all interventions. Parents will be informed of all interventions, before and after school remediation and enrichment programs, and online learning resources. Parents will also be informed and involved in the design and implementation of the interventions, and given opportunities for input through monthly parent and principal chats, workshops, info-sessions, newsletters, PTA efforts, and Parentlink phone calls. Attention will be given to increasing PTA membership and parent involvement.</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 Norfolk Public Schools Department of Human Resources hosts job fairs to solicit the most qualified applicants. Once the applicants have been screened by HR, prospective candidates are sent to Jacox Elementary to be interviewed by the school administrator and various instructional members. Candidates are chosen based on content knowledge, endorsements, experience, and best-fit. Once hired, the candidate is provided guidance and support from the administration and Jacox Instructional Leadership team. After careful observations, it may be deemed necessary by the administration to place the teacher in another grade level based on the strengths or weaknesses observed. Then the transition is made swiftly to ensure continued school improvement and ensure student success. Staffing is a major concern at Jacox Elementary. We do receive teachers that are highly qualified based on Virginia Department of Education Licensure standards. We often receive new teachers that require a lot of support and assistance with learning the curriculum and managing classroom behavior.</p>

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<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>All teachers are provided staff development on the NPS Teacher Performance Evaluation System. Explicit training and time is dedicated to helping teachers complete the goal setting form. Teachers who are on a summative are notified in writing and given guidelines for observations and summative evaluations. Overall teacher performance is evaluated through both formal and informal observations during the school year. Teachers are provided with detailed and descriptive feedback and support during the post conference meetings. Student outcome data is thoroughly analyzed midyear and again at the end of the year to calculate student growth.</p>
<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates. b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	<p>a. School leaders, teachers, and other staff members are recognized during faculty events, on the morning news, kudos on weekly events message, monthly newsletters, and on the school marquee. Teachers are provided with various incentives to demonstrate appreciation. b. Teachers who need support are identified through on-going classroom observations and analyses of available informal and formal student data. Teachers receive extra support from administration, district-level content specialists, Jacox Elementary Instructional Leadership Team, as well as, the Lead Turnaround Partner through modeling, coaching, individualized and tiered professional development. Feedback is also provided by the SGT monthly focus walk-through observations</p>
<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>The NPS Executive Directors for Elementary Schools formally evaluate principal twice a year. The principal provides documentation to support school leadership efforts by completing an evaluative rubric. The Executive Director reviews and adjusts the rubric as needed and holds a conference with the principal. Student and teacher surveys provide feedback on the school and on administrative leadership that is also used in evaluating the principal.</p>

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<p>5. How do you define the relationship between the state contractor, lead turnaround partner or internal lead partner, and the principal? How can it be improved? (Applies to continuation applications ONLY)</p>	<p>Not Applicable</p>
<p>DECISION-MAKING PROCESS & AUTONOMY 1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p>	<p>All decisions are based on the needs of students. All stakeholders are encouraged to actively provide input to solve school concerns. Student data is shared with all stakeholders during various weekly and monthly meetings. During these meetings, school improvement plans are reviewed along with the vision for student progress. Stakeholders are given the opportunity to provide suggestions and decide on the best strategy to proceed. Once a final decision has been made and plan implemented, it is monitored for effectiveness. If the plan is not effective, it is adjusted.</p>
<p>2. What policies or practices exist as barriers that may impede the school's success? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices). List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)</p>	<p>A barrier to Jacox Elementary School success is the timing of our voluntary transfer window. As a Title 1 school, it is difficult to hire and retain effective teachers to reach and teach Tier II and Tier III students. Our transfer window allows teachers to transfer to another school until July 31st. It is possible for a school such as Jacox to have several teachers transfer out due to burn out and not officially make the transfer until the last day. We are not able to hire new teachers until transferred teachers have officially transferred by signing appropriate paper work. Once we enter the month of August, many of the experienced teachers have already been hired at other schools. We must implement incentives to hire and retain effective teachers in Title 1 settings to improve student achievement for Tier II and Tier III students. As a policy, we must also provide ineffective teachers with a lot of support and resources. The pull of support and resources does have a negative impact on the morale of the staff. Shared Governance Team (SGT) meetings have been held on September 30, 2013, November 8, 2013, and December 6, 2013, and January 17, 2014.</p>

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<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>Jacox Elementary must continue to receive support to hire and retain effective teachers. Staff incentives should remain to support the efforts of attracting and retaining effective teachers. To prepare Jacox Elementary Staff for the phasing out phase, distributive leadership between members of the instructional team and administrative team will be implemented. The school will continue to sustain and promote a data driven culture. The instructional team and teachers will continue to use a data-driven assessment process to guide instructional revisions. Jacox Elementary will also continue to build and sustain community-wide support for high levels of student engagement and achievement through community and faith based extra curricular activities.</p>
<p>2. What supports from the state would be the most helpful?</p>	<p>Supports from the state that would be the most helpful include but not limited to :</p> <ul style="list-style-type: none"> • A continued relationship and open communication with a state facilitator to monitor and provide feedback as needed. • Funding to support and maintain academic growth. • Funding to support and sustain technology enhancements and upgrades. • Funding to support staffing movement, training, and professional development.
<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>

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<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>c. Total number of minutes in the 2012-2013 school year that all students were required to attend (broken down by daily, before-school, after-school, Saturday school and summer school) and any additional increased learning time planned for 2013-2014 *This information will be shared with USED.</p>	<p>For the 2012 - 2013 school year, Jacox students attended school for 68, 580 daily minutes, 480 Saturday school minutes, 3, 240 after school minutes, and 4, 080 summer school minutes. For this school year, we are planning to offer additional before and after school minutes and summer school minutes to increase learning time. Total Students: 713</p>

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<p>d. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged</p>	<p>Male: 375 Female: 338 Asian: 0 Black: 674 Hispanic: 16 White: 8 Students with disabilities: 100 Limited English proficient: 9 Migrant: 0 Homeless: 7 Economically disadvantaged: 607</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>Area 1: Reading – The annual reading scores demonstrate a decline in student achievement in grades 3 and 4 following Spring SOL testing in 2012. Grade 5 scored 82% in 2012. All grades (3 - 5) decreased significantly per the Spring 2013 data results (3rd grade reading decreased 64% to 21%, 4th grade reading decreased 68% to 27%, 5th grade reading decreased 82% to 30%. 5th grade writing decreased 65% to 30%. In Area 2, Math, the scores significantly declined from 2012 to 2013. 3rd grade decreased 37% to 17%, 4th grade decreased 33% to 27%, and 5th grade decreased 43% to 26%. In Area 3 Science, the scores significantly declined. 5th grade science decreased 73% to 25% and 3rd grade science decreased 70% to 33%. In Area 4 History, the scores significantly declined. 5th grade history decreased 76% to 61% and 3rd grade decreased 60% to 36%.</p>
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<p>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p>	<p>Jacox Elementary opened in 1949 as a Junior High School. It is currently an elementary school for a total of 713 students in Pre -3 to 5th grade. The building is comprised of 38 regular education classrooms and two self-contained classrooms for a total of 40 classrooms. Four of the classrooms are mobile units. The Media Center is small in relationship to the size of the building and student enrollment. The media center has 14 desk top computers, 4 large tables, and 1 smart board to provide instruction and interactive lessons. The media specialist serves as a daily resource to students and uses the media center for whole and small group lesson throughout the day. The media center is also open during the entire instructional day for students and staff to check out materials. The cafeteria is located off the main front hallway. It has two serving lines and can seat 288 students at one time. Jacox has a full gymnasium and auditorium. There are three play grounds on three different sides of the building for pre-k and upper grade students. The large playground has a basketball court. The school also has large lots in the front and back of the building. The back lot is used for community sport events. All of the outdoor resources are available to the classroom teachers during recess and to the community after school hours.</p>	
<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p>Jacox Elementary has technology readily available to teachers and students throughout the building. Laptop carts, laptops, desktop computers, and Ipad carts, Smart Interactive White boards, Elmo Document cameras, and two computer labs provide access for computer based instruction, testing, and classroom instruction.</p>	
<p>8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade OR subject for the 2012-2013 school year. This should be an unduplicated count for each set.</p>		
<p>Set 1 Category</p>	<p>Number of Teachers</p>	<p>Percentage of All Teachers</p>
<p>Highly qualified teachers</p>	<p>56</p>	<p>100%</p>
<p>Teachers (not highly qualified)</p>	<p>0</p>	<p>0%</p>

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Set 2 Category	Number of Teachers	Percentage of All Teachers
Teachers with less than 3 years in grade/subject	21	37%
Number of teachers with a provisional license	0	0%
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) Sample: Yrs #Instructional Staff 0 1 1 6 2 4...	a. Years Instructional Staff 1 16 2 8 3 5 4 6 5 3 6 2 7 3 8 0 9 6 10 1 11 0 12 0 13 1 14 1 15 1 16 1 17 1 18 0 19 1	
b. Total number of days teachers worked divided by the number of teaching days (2012-2013).	b. Total number of days teachers worked (9,962.78) / the number of teaching days (10,420) = 96%	

Tab 3: School 2 Reflections and Planning
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Required Elements	
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.	
Required element	Response
<p>1. a. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.</p> <p>b. Provide a timeline.</p>	<p>1a. School and division level administrators attend all VDOE School Improvement meetings and maintain on-going communication to prepare for the intervention model. School-level staff and division level administrators participate in monthly Shared Governance Team (SGT) meetings to review various data sets, conduct classroom observations, align resources as needed, and receive support updates from the Lead Turnaround Partner. Our division leadership team meets (with our VDOE liaison) to discuss all school improvement efforts, monitor Indistar plans, and identify schools in need of additional support. All stakeholders have been informed of priority status. Also, The LTP will report out monthly during SGT meetings and provide quarterly reports. Additionally, monthly meetings between building level administration and the LTP will occur. school and division-level staff will meet with the Lead Turnaround Partners to ensure that they are fully and effectively supporting the schools' implementation of the Transformation Model.</p> <p style="text-align: right;">1b.</p> <p>September 2012 - SGT meetings, January 2014 - Lead Turn Around Partner Selected, February 2014 - Full implementation and monitoring of the Transformation Model</p>
<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>All external providers are approved by the VDOE prior to being selected to support our schools. Opportunities exist for building-level administrators and Instructional Leadership team to interview and meet with Lead Turnaround Partners before making a final determination. Once building-level administrators make a decision, selection is forwarded to executive director of elementary schools. Lead Turnaround Partners maintain ongoing communications with division and school-level staff. Additionally, they provide monthly updates/status reports during SGT and Leadership team meetings. Also, they participate in data team meetings and attend All VDOE technical assistance sessions to ensure their alignment with All school improvement efforts.</p> <p style="text-align: right;">- Throughout the school year, parents and other community stakeholders will receive updates on our selection of a LTP and program/progress updates. school and division-level team members will collaborate</p> <p>'Tab 3 - Reflect & Plan Sch 2' 'B49:F49on All 'Tab 5 - Reflect & Plan Sch 4' 'A4+'Tab 4 - Reflect & Plan Sch 3' 'A4+'Cover Page and Directions' 'F152 - Reflect & Plan Sch 'Tab 3 - Reflect & Plan Sch 2' 'B4:'F4' 'B47:F47</p>

Tab 3: School 2 Reflections and Planning
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<p>3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.</p>	<p>Norfolk Public Schools uses the "Cycle for Results" to monitor student achievement and ensure that tiered instructional support is provided to students. Schools and the division administer common formative assessments to monitor instruction and student progress, and the need for staff development. Common formative assessment data is used to identify the instructional needs of Tier II and Tier III students.</p>
<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>A1 - 4 and E8</p> <p>Our division has the capacity to support Jacox Elementary. The division's school improvement team consists of members from all central administration departments. The members of the School Improvement Team participate in monthly SGT meetings with the school teams, the Lead Turnaround Partner, and the VDOE liaison. Also, the Lead Turnaround Partner and Executive Directors maintain ongoing communications with building administrators to identify areas of need.</p> <ul style="list-style-type: none"> - Parent liaisons have been instituted at the elementary school level to engage the school community with substantial emphasis in parental engagement. Specifically, these liaisons (in collaboration with school leadership), inform parents of the design and implementation of the interventions. Surveys are also used to provide and to give them opportunities for input. Additionally, the division has developed three division-wide Parent Universities to support this process. - Each school is allotted funds to research and design interventions to support safety nets and enrichments. Schools must submit a plan and is expected to implement that plan throughout the school year. Safety net funding may be used to support all efforts that are provided during the school day and during all extended learning opportunities. - Each school has developed and presented their master schedule to their appropriate executive director. The master schedule is required to allocate time and resources for interventions during the day. These interventions are monitored monthly to determine their level of effectiveness. - Internal Lead Partners and central administration department staff participate in all VDOE required Technical Assistance training , sessions, and webinars. - Extensive discussions have been held with all stakeholders to build capacity to implement the Transformation Model with fidelity. Analysis of data and division-wide initiatives have led to the selection of the Transformation Model as the best fit for the school. School leadership support has also been realigned to provide four executive directors to support school improvement efforts.

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Required Elements	
Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	N/A
2. Steps taken to secure the support of the parents for the reform model selected	N/A
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	N/A
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	N/A

Tab 4: School 3 Reflections and Planning
and Required Elements

School 3 Name:	P. B. Young, Sr.
<p>Reflections and Planning</p> <p>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:</p> <p>1. Please list 3- 5 goals for the upcoming school year:</p>	<p>Goal 1: (Indicators TA01, TA02, TA03) Increase Student Achievement - 100% of all subgroups will show an increase on all Spring SOLs. The instructional team with district support will collaborate with classroom teachers on increasing the rigor, how to check for understanding, matching the written curriculum to the taught and tested curriculum, depth of knowledge and unpacking the standards.</p> <p>Goal 2(Indicator I9): Build Teacher Capacity - District-level teacher specialists and instructional team members will provide targeted professional development in all content areas to teachers on researched based instructional strategies to support the academic progress for all students.</p> <p>Goal 3(Indicator TA02 and TA03): Supplemental Intervention - Increase student achievement by extending the school day through morning/afterschool tutoring and enrichment (Jumpstart) and extended summer learning opportunities</p>
<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>(Indicators B2 and D5)</p> <p>1a. The general school climate has always been engaging and inviting. Now, the school has a feeling of purpose and laserlike focus towards the shared vision of academic success.</p> <p>1b. School-wide activities that promote learning and positive social and emotional responsibilities have been established. Stakeholder input has been taken into account through the use of surveys. Weekly messages from the principal including Kudos are shared via emails and school announcements. Greater visibility and accessibility of the principal is now in practice. Recognition events are held each quarter to recognize students for outstanding and improved academic performance. Monthly staff socials provide staff with lunch.</p> <p>1c. All of our strategies have had positive effects on the climate of PB Young.</p>

Tab 4: School 3 Reflections and Planning
and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>There are three anticipated barriers. First, the principal has been at the school for six years. She has developed strong professional relationships with all stakeholders. If she leaves next year, that will impact the school climate. Also, PB Young has formed strong partnerships with donors through the United Way, if they retract funding, this will have a negative impact. Lastly, the board is discussing rezoning the school.</p>
<p>PROCESS STEPS / ATMOSPHERE OF CHANGE 1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?</p>	<p>(Indicator I8) 1a. The school leadership team solicits staff and stakeholder feedback through surveys, Shared Governance Team (SGT) meetings, grade level planning, monthly United Way/United for Children meetings, PTA meetings, newsletters, Parentlink, parent workshops, marquee and school and district websites. 1b. Decisions are communicated with all staff and stakeholders through the Principal's Weekly message, emails, grade level planning, faculty meetings, school announcements, and articles in the Virginia Pilot.</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>Responsibilities are divided amongst the staff based on many factors: content knowledge, expertise, strength and preference. The reading and math coach provide weekly instructional support to the teachers and students. They also conduct staff development individually, during planning and for the entire staff based on data. Teachers are provided opportunities to develop their leadership skills by participating in the School Governance Team and Transformation Team meetings. Teachers identified through walkthroughs and formal observations conduct staff inservices to colleagues on their best practices. The administrators oversee all aspects of instruction and discipline with the assistance of the instructional team. The school counselor assists with discipline and serves on the PBIS team. The reading coach serves as our ICT leader. Teachers also serve on ICT to help improve the instruction in classrooms.</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>(Indicators D7, TA01, TA02, TA03) The instructional team and division level teacher specialists conduct informal walkthroughs to ensure teachers are implementing new instructional strategies with fidelity. Administrators also conduct formal and informal observations weekly looking for new strategies and practices. If a teacher has difficulty implementing a newly modeled strategy or process, then the content area person goes in to model and provided one-on-one coaching. Any strategy or process that doesn't impact instruction positively is analyzed to find solutions to specific barriers and/or re-strategized to implement new strategies or processes.</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>(Indicator TA01, 02, 03)</p> <p>Students are identified through several data sources: Historical Standards of Learning Performance; School Level Common formative Assessments; District Common Formative Assessments; Formative Assessments (exit tickets, exemplars, rubrics, quizzes, teacher made tests, and alternative assessments) Achieve 3000; PALS, IStation, DRA, DOLCH (Reading) My Access (Writing) STAR Reading and STAR Math Teacher Observation and Feedback</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. (Indicators TA01, D7, E7) Teachers differentiate learning for students in Tier 1 instruction through researched-based enrichment activities, small flexible groups, teachers choose activities keeping in mind different learning styles and modalities. Exit tickets and independent practice activities are analyzed to redesign subsequent lessons based on students' misconceptions. 2b. (Indicators K7, TA01) Formative assessments are used daily by teachers, interventionists and coaches to form and drive their daily instruction, lesson plans, and small groups. They are also given monthly/quarterly school-wide in order to form Tier groups, monitor instruction and progress of students as a grade level and classroom.</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>(Indicator TA01, TA02, TA03) Student achievement goal setting impacted classroom instruction this year because it forced teachers to take ownership of the student learning data. Professional development on how to informally monitor student progress daily has helped teachers learn to use data to drive their instruction. This has also filled them with a sense of urgency for improvement and caused them to provide lessons that are more engaging and targeted towards the students' needs.</p>

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<p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>(Indicators B4, D3) PB Young is unique because through our partnership with the United Way, we have formed a powerful cross-sector of partnerships focused on driving educational success called United for Children. Through this partnership, administration, teachers, and community stakeholders met to determine the needs of PB Young and review the school's improvement plan. As a result of this meeting, United For Children coordinated all 29 of our partners to provide instructional materials, tutors, reader volunteers, fieldtrips, beautification, staff and student incentives, medical and dental services, and meals to our students. This has allowed us to meet the academic, social, and emotional needs of the students which will have a positive impact on student achievement.</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>(Indicators A4, E1, E2, E3, E4 and E5) Our school has chosen Pearson as our Lead Turnaround Partner. They have designed a plan to address all seven components outlined by the VDOE. It is also aligned with our goals of increased pass rates in reading, increased pass rates in math and extending the school day. In order to support our goals in reading and math, Pearson is going to provide support to the teachers through modeling of best practice strategies, feedback and job embedded professional development. Support will be provided in the following areas: standards aligned curriculum, instruction, and assessment, data-driven decisions, strengthen student engagement, and sustainability for continuing improvement.</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>(Indicator D3)b Parents are involved and informed in a various ways. Teachers discuss students' progress with parents through phone calls, conferences and Weekly Folders. During these discussions, parent's input is taken into consideration to desgin an appropriate intervention plan. Parents are kept informed of the impact of interventions through teacher contact, eSembler, and weekly folders.</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>(Indicator I2) Each year, the administration along with the leadership team reviews teachers' data, licensure, ability, and preference to determine grade level placement. At the beginning of the year, the leadership team conducts formal and informal observations to ensure teachers are placed appropriately. Teachers are provided with support and guidance from the district teacher specialists, administration and instructional team. If after careful observation it is determined that a teacher needs to be moved to another grade level based on strenghts or weaknesses observed, then the transistion is made quickly and smoothly to ensure student success and continued school improvement.</p>

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<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>(Indicators I3, I9) All teachers are evaluated on the division's teacher evaluation system. The evaluation tool runs on a three year cycle. At the beginning of the year, teachers are informed of which year in the cycle they are in and what that means in terms of the number of formal evaluations they will have. Professional development was provided to the teachers to assist them in logging onto TalentEd and developing their goals for the year. Throughout the year, formal and informal observations are conducted by administrators . After observations are completed, administrators and teachers meet at a post-conference.</p>
<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates. b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	<p>3a. (Indicators I3, I4, I9) School leaders, teachers, and other staff who have increased student achievement are recognized through kudos on the Principal's Weekly Message, staff incentives, and small tokens of appreciation. 3b. (Indicators I3, I4, I9, K3) Teachers in need of support are identified through classroom observations and analysis of their class' data on formative assessments. Support is provided in a variety of ways by the leadership team through modeling, tiered and individual professional development sessions, coaching and peer observations.</p>
<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>(Indicator I8) The principal is evaluated by the Executive Director of Elementary Schools for Norfolk Public Schools. She is formally evaluated mid-year and again at the end of the year. Domains for evaluation include transformational leadership, instructional leadership, organizational/managerial leadership, responsive leadership and student outcomes. All feedback is narrative. Each category is rated as either below expectations, meets expectations, or exceeds expectations. This is done midyear and end of the year.</p>

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<p>5. How do you define the relationship between the state contractor, lead turnaround partner or internal lead partner, and the principal? How can it be improved? (Applies to continuation applications ONLY)</p>	<p>Not applicable</p>
<p>DECISION-MAKING PROCESS & AUTONOMY 1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p>	<p>(Indicator E6) Decisions are made by various stakeholders. Division leaders, administrators, instructional team, teachers, parents, students and community partners all have a chance to give input on school improvement efforts and school vision. The instructional team and administrators review data and informal/formal teacher observations to discuss progress towards our school improvement effort and vision. This is then discussed with teachers during weekly grade level and data team meetings. During these discussions, instructional decisions are made. Teachers communicate with students and parents making sure to inform them of students' academic progress. Community partner input is given monthly. All of these decisions are shared with our division leaders during our monthly SGT meetings. At that time, discussions about data, professional development needs and observation feedback are held to ensure we are moving towards school improvement.</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>There are no policies or district practices that impede the school's success.</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>(Indicator B4) 1a. Any and all human resources should be maintained. 1b. The school and district will maintain the use of the Indistar tool to: Track division and school progress Align classroom and divisional benchmark assessment results with standardized testing data Model instruction to reflect achievement data Access empirical research to incorporate strategies that address objectives Analyze real time data to expand capacity in creating weekly and daily lessons Evaluate implementation of effective practices The district will assist PB Young as it prepares for the phase out by monitoring school staff's knowledge of best practice strategies and data analysis to ensure rigor of academics will continue. As the result of the intervention phase, the school level capacity will involve distributive leadership between members of the instructional team and administration. The school will continue to have a data driven culture. The instructional team and teachers will implement data-driven assessment processes to guide instructional revisions. PB Young will also continue to build and sustain community-wide support for high levels of student engagement and achievement through the United for Children cohort.</p>

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<p>2. What supports from the state would be the most helpful?</p>	<p>~ Continued funding of safety nets to ensure support for struggling students (tutors, content coaches, and interventionists) ~ Continued funding of professional development opportunities to keep teachers up-to-date on the most current research based instructional strategies</p>
<p>Required Elements Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p>Required element</p>	<p>Response</p>
<p>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>
<p>2. Student achievement data for the past two years (2011-2012 and 2012-2013) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>

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<p>c. Total number of minutes in the 2012-2013 school year that all students were required to attend (broken down by daily, before-school, after-school, Saturday school and summer school) and any additional increased learning time planned for 2013-2014.</p> <p>*This information will be shared with USED.</p>	<p>During 2012-13 school year, all students were required to attend school: daily ~ 68,580 minutes Saturday School ~ 540 minutes After School Enrichment ~ 720 minutes Summer School ~ 8,640 minutes</p> <p>During 2013-14 school year, all students are required to attend school: daily ~ 68,580 minutes Morning Jumpstart ~ 3,600 minutes Afterschool Enrichment ~ 2100 minutes Summer School ~ 8,640 minutes Total Students: 484</p>
<p>d. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged</p>	<p>Male: 246 Female: 238 Asian: 0 Black: 472 Hispanic: 3 White: 6 Students with disabilities: 47 Limited English proficient: 0 Migrant: 0 Homeless: 6 Economically disadvantaged: 484</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>Area 1: Annual reading scores demonstrate a consistently low pass rate for grade 3 since 2011 (45, 46), while the pass rates in grades 4 trended down (62, 33). Grade 5 reading scores mirrored grade 4 (77, 29).</p> <p>Area 2: Annual math scores demonstrate a low pass rate in grade 3 (30, 36), grade 4 (41, 40), and grade 5 (42, 35).</p> <p>Area 3: Annual science scores demonstrate a significant drop in grade 3 (73, 52). However, grade five showed a substantial increase (69, 81).</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>1) The school was built in 1953. 2) There are 27 classrooms. 3) The media center has currently has 12 desktop computers for students and staff to use. The media center is part of the resource schedule to allow for whole group lessons and individual student check-out times. It houses 14,708 books. 4) The cafeteria is in the main hall across from the office. It has two serving lines. 5) The school has one gymnasium that is used for PE purposes. Outside there are two areas for students to play. One is for the preK students. It has monkey bars, balance beam and a slide. The other students have recess in an open field.</p>

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7. Information about the types of technology that are available to students and instructional staff	PB Young Elementary has technology readily available to teachers and students throughout the building. Laptop carts, laptops, desktop computers, and Ipad carts, Smart Interactive White boards, Elmo Document cameras, and two computer labs provide access for computer based instruction, testing, and classroom instruction.
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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	36	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	10	28%
Number of teachers with a provisional license	0	0%

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9. a. 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)	# of Years	# of Teachers
	0	9
	1	3
	2	3
	3	7
	4	3
	5	1
Sample:	6	2
Yrs #Instructional Staff	7	2
0 1	8	2
1 6	9	1
2 4...	10	1
	11	1
b. Total number of days teachers worked divided by the number of teaching days (2012-2013).	16	1
	19	1
	33	1
	b. Total number of days teachers worked (7,323.14) / the number of teaching days (7,600) = 96%	
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.		

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Required element	Response
<p>1. a. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.</p> <p>b. Provide a timeline.</p>	<p>1a. (Indicators TA01, TA02, TA03, E6) To ensure that the selected transformation model is implemented effectively, division, state and school leadership team will meet monthly during SGT meetings to discuss school's progress and ensure selected intervention model is being fully and effectively implemented.</p> <p>1b. September 2013- SGT meetings begin January 2014 - Lead Turnaround Partner chosen September 2014 - Reflection Meeting to Review School's Progress towards 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>(Indicators E1, E2, E3, E4, E5) An approved list of external providers were provided by the VDOE. After several presentations from potential LTPs and discussions with division and school-level team members, a provider was selected. Attached to this application is a copy of their proposed Statement of Work. The LTP will provide monthly updates and status reports during SGT meetings and instructional leadership meetings. The LTP will also participate in data team meetings and attend all VDOE technical assistance sessions to ensure their work alignment with all school improvement efforts.</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>(Indicator E6) By 2015, the school will have met all AMO targets in English/Language Arts and Mathematics for all subgroups. The division has established 75% as the annual goal for student achievement in the state's assessments in both English/Language Arts and Mathematics.</p>

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<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>(Indicators A3, A4, B1, B2, B4)</p> <p>Our division has the capacity to support its priority schools. The division's school improvement team consists of members from all central administration departments. On a monthly basis, those representatives meet with schools during SGT meetings to assist with instructional strategies and monitor progress towards school improvement goals. The division teacher specialists also provide monthly instructional support.</p> <ul style="list-style-type: none"> - Parent liaisons have been instituted at the elementary school level to engage the school community with substantial emphasis in parental engagement. Specifically, these liaisons (in collaboration with school leadership), inform parents of the design and implementation of the interventions. Surveys are also used to provide and to give them opportunities for input. Additionally, the division has developed three division-wide Parent Universities to support this process. - Each school is allotted funds to research and design interventions to support safety nets and enrichments. Schools must submit a plan and is expected to implement that plan throughout the school year. Safety net funding may be used to support all efforts that are provided during the school day and during all extended learning opportunities. - Each school has developed and presented their master schedule to their appropriate executive director. The master schedule is required to allocate time and resources for interventions during the day. These interventions are monitored monthly to determine their level of effectiveness. - Internal Lead Partners and central administration department staff participate in all VDOE required Technical Assistance training , sessions, and webinars. - Extensive discussions have been held with all stakeholders to build capacity to implement the Transformation Model with fidelity. Analysis of data and division-wide initiatives have led to the selection of the Transformation Model as the best fit for the school. School leadership support has also been realigned to provide four executive directors to support school improvement efforts.
<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>N/A</p>

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2. Steps taken to secure the support of the parents for the reform model selected	N/A
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	N/A
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	N/A

Tab 5: School 4 Reflections and Planning
and Required Elements

School 4 Name:	Lafayette Winona Middle
<p>Reflections and Planning</p> <p>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:</p> <p>1. Please list 3- 5 goals for the upcoming school year:</p>	<p>1. To increase the percentge of students reading on grade level to 75% as measured by Lexile scores.</p> <p>2. To increase student proficiency in math by grade level and content to 75% as measured by the ARDT assessment.</p> <p>3. To decrease the rate of out-of-school suspensions below the national average of 15%.</p>
<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>B2, B3, B4 ~ 1. a. The general feel of the building reflects a seriousness of purpose in terms of teaching and learning. Staff, students, and visiting stakeholders frequently comment on the improved feel and climate of the building. The vision for the school is to provide quality learning environments where all students excel. Based on the results from the school climate survey of teachers and students, data reflected an improved feel of the school in the areas of support, student behavior, and safety.</p> <p>b. Some of the most successful strategies to change the school climate include incentives for teacher attendance, incentives for student academic performance, and student of the month celebrations. Additionally, teachers are recognized publicly at faculty meetings for student achievement. Each faculty meeting begins with staff celebrations and staff affirmations of one another. Students and teachers recite the student and teacher pledge daily during morning announcements. The implementation of PBIS has been instrumental in improving the climate through decreased discipline infractions. School-wide expectations have been created, posted, and implemented as outlined in the PBIS plan.. Parents are provided refreshments at each parent teacher conference to instill a welcoming spirit from the school.</p> <p>c. Strategies to increase parent engagement and participation have proven challenging. Programs are continually developed to engage parents.</p>
<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>Anticipated staff turnover could be seen as a barrier to further improving the climate. As some teachers see change as a barrier, teachers who were at the school prior to the current principal could use push-back as a barrier to improving the school climate.</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>A1, A3, A4, F1, F2 ~ The school leadership team solicits staff and stakeholder feedback through surveys (formal and informal, verbal and written), Shared Governance Team meetings, and monthly faculty meetings. In addition, the principal meets with the PBIS committee that addresses whole-school climate concerns and plans for solutions to identified issues.</p> <p>Decisions are communicated to the staff and stakeholders in writing (newsletters, e-mail, etc.) and/or verbally through scheduled meetings. A Parent Advisory Group and Student Advisory Group was created to allow stakeholder input to support an atmosphere of change. Additionally, the district has allowed the principal autonomy in developing a master schedule to reflect an atmosphere of change to support school improvement.</p> <p>Each member of the leadership team submits input for the work of the school through participation in meetings. Leading their department meetings, and through sharing ideas and insight to improve the school program. Team leaders solicit input from all staff, and staff members may also share ideas with administration at any time. Meeting minutes for each department is kept in a binder to capture each department's work.</p> <p>Team members can present ideas at any time as well as during meetings. Ideas shared are considered and implemented if the ideas promote positive change. Decisions are communicated to all staff through weekly staff announcements via e-mail and through on-going communication with administration.</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>The school administration oversees all aspects of discipline, academic, and climate. The Principal serves as the Instructional Leader in the school and the Assistant Principal is responsible for core instruction to support student and school improvement. Academic: Core content department chairpersons are the primary contact for instructional supervision.</p> <p>Climate: The PBIS committee works with the administration and guidance department to plan student and staff recognition. Two deans share student discipline responsibilities.</p> <p>Responsibilities are shared among all staff throughout the building. Teachers and team leaders know and understand their parameters for accomplishing responsibilities. Resources to accomplish responsibilities are provided.</p>

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<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>TA01, TA02, TA03, F1, F2 ~ The principal and assistant principal monitor all strategies and practices through direct or indirect supervision, facilitated through carefully selected teacher leaders who in turn reports to the administration. The Shared Governance Team (school leaders, school teacher leaders, Central Office Leadership, State Department representatives) meets monthly to discuss data, conduct classroom observations, monitor strategies and practices, and determine the next steps for processes and procedures that are not working. Feedback is solicited at all meetings, whether a faculty meeting, leadership team meeting, or stakeholder event. Typically, strategies and practices are so closely monitored that few function poorly. However, if the process is not working in terms of procedure of outcome, the leadership team revisits all feedback and proposes solutions to the specific barrier(s) faced. These brainstorming sessions are used to re-strategize and implement a new procedure if needed. New strategies are monitored through observations and review of data. Descriptions of the work are posted in Indistar and in quarterly reports. Each month, the School Governance Team (SGT) visits the school to review the work and monitor progress. The improvement efforts are constantly monitored and reviewed throughout the school year. Faculty meetings, monthly SGT meetings, weekly leadership team meetings, and early release days are utilized to support achieving the goals of the school. Support from staff within the building, division level staff, and state consultants also prove helpful in sustaining improvement efforts.</p>
<p>INSTRUCTION 1. How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)</p>	<p>TA01, TA02, TA03 ~ Students who are identified as Tier 2 and Tier 3 are screened and identified through several avenues: Historical Standards of Learning Performance; Common Formative Assessments; District Benchmark Assessments; Formative Assessments (i.e. quizzes and alternative assessments); Achieve 3000 Level-Set Assessments (Reading Only); Algebra Readiness Diagnostic Test (Math Only); Course Performance; and Teacher Observation and Feedback Students who fail assessments on the state, building, and/or district level are provided intervention. Students who have attendance and discipline concerns are also supported. Data used to identify students include the following: Discipline, absenteeism, individual education plans, Read 180, and Achieve 3000.</p>

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<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	<p>K3, K6, K7, K8, K9 ~ Teachers differentiate by process, product, and/or content and allow for flexible grouping and individualized supports. The teacher provides: whole-group skills review warm-up; whole-group anticipatory set; whole-group direct instruction and/or small group needs-based instruction; flexible grouping for guided practice; and independent, individualized practice, with the option to pull small groups for additional practice and re-teaching. Documentation of differentiated instruction is included in lesson plans.</p> <p>Teachers provide student in Tier I instruction with: warm-up activities focused on whole-group needs; whole-group instruction of current skills; small group instruction based on need; flexible grouping</p> <p>a. Formative assessments are required in daily instruction. Teachers are required to include a minimum of three forms of formative assessments in each class setting. Weekly formative assessments are administered to monitor instruction. Three-week common formative assessments are administered to monitor student learning. Teachers use formative assessments to determine readiness for learning through avenues such as short quizzes, informal signaling, whiteboard responses, teacher observation, and student feedback.</p> <p>b. Teachers use weekly and 3-week formative assessment results to determine objectives student have yet to master. Teachers also provide direct instruction and computer-based instruction to students based on this data.</p>
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<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>K6, K7, K9 ~ Student achievement goal setting has directly impacted the quality of the instruction delivered by our educators. This was the first time teachers were 100% accountable for measureable student learning growth on their district-mandated professional evaluations. Teachers took ownership of the student learning data and carefully planned for improvement accordingly. Teachers became fluent in the analysis of data and imparted the sense of urgency for improvement to students by providing engaging instruction, recognition and praise, and incorporating student choice to increase motivation.</p> <p>Teachers administered a pre-assessment and post-assessment to students in core subjects and set learning goals based on pre-assessment data. Teachers used results from the post-assessment to determine measures of student growth. Course pass rates and SOL pass rates were also used to evaluate teacher performance in Standard 7. Every teacher who provided students with pre-assessment and post-assessments had results that demonstrated measurable student growth. However, students did not show measureable growth on SOLs.</p>
<p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>J5, J6 ~ There are many faith-based, university, and community organizations that provide on-going support to assist us with our school improvement efforts. Support includes: monetary donations, tutoring, and/or mentoring.</p>

Tab 5: School 4 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>E3, E4, E5, E6, 11 ~ Lafayette-Winona Middle School is submitting a request to the VDOE to contract with the American Institutes for Research (AIR) to provide support as our Lead Turnaround Partner. They will provide support that will be aligned with our various data identified areas of need and other school improvement efforts.</p> <p>American Institutes of Research (LTP) will provide the following assistance in achieving the goals for Lafayette-Winona Middle School: providing the school's core leadership team with coaching and training to sustain identified interventions, implementing a instructional coaching model to focus on increased engagement, relevance, and rigor in the classrooms; developing, aligning, and integrating curricular and instructional tools and processes to support instruction and achievement, implementing diagnostic tools that will serve as the foundation to engage staff and tailor interventions for ongoing monitoring of interventions, and providing coaching support and tools in the areas of communications, family and community engagement, and school climate. In implementing the Transformation Model of school improvement the American Institutes for Research will provide the following support to Lafayette-Winona Middle School: training of a core team of teachers who will support the transformation process and become transformational leaders within the school, monthly coaching from AIR in the areas of turnaround to include data driven decisions, using data, formative assessments, quick wins, communication, outreach, and other foci of implementation; spring leadership academies for the school with a development of 30-60-90 day action plans with identifying metrics; monthly 90 minute leadership training workshops during the school year; support in developing presentations for the monthly Shared Governance Team meetings; instructional on-site coaching to teachers and coaches for 32 days in Reading and math (totalling 64 days); and on-site leadership coaching to the principal and other school leaders as needed twice monthly. The on-site coaching in math and Reading will include the following supports: co-teaching and modeling instruction, classroom observations and debriefs of teachers in Reading and math with administrators and coaches to identify strengths and weaknesses, building administrative and coaching capacity to strengthen instruction and monitoring progress. AIR will work with the school in implementing a coaching tracking tool that will allow school leadership to track both leadership and instructional coaching professional development sessions.</p> <p>In addition to support from American Institutes for Research, Y-CAPP and COMPASION are therapeutic day counseling services that work with students and their families throughout the school year. These organizations address behaviors that impede student progress. The work provided by counselors has resulted in decreased out of school suspensions and higher promotion rates.</p>
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<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>D1, D2, D3, D4, D5, D6, D7 ~ Parents have access to student learning monitoring, including e-Sembler (electronic gradebook), Achieve 3000 (reading program), , core content pacing guides and calendars (available through school website), intervention conferences, parent/teacher conferences and more. In addition, all parents who are cleared through central administration are invited to participate in school events as a chaperone or volunteer. Parents are invited to weekly parent-teacher conferences to discuss student performance. All parents are invited to celebrations that recognize student achievement and performance. Parents will be informed and involved in the design and implementation of academic interventions and will be given the opportunity for input and support. The PTA has grown this year, but continued growth is needed to build a strong parent base of engagement. Parents participate in parent-teacher-conferences, and respond appropriately when contacted by the school. Parents also support the school by chaperoning field trips throughout the year. Teachers will need to seek parental support on a more consistent basis in order to realize parent support in the improvement effort.</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>Teacher applicants are vetted through the Human Resources Department for the school system. Applicants for prospective teaching positions are sent to Lafayette-Winona and interviewed by administration. The administration first reviews teacher licensure to determine potential placement area(s) for both content and grade level; years of experience, content knowledge, and student performance are used to determine the placement for the prospective teacher. No teacher teaches outside of his or her area(s) of certification. To ensure that the most appropriate teacher is in front of the right group of students, teachers who have historically higher Standards of Learning pass rates and evaluations that reflect “exceeds expectations” are asked to assume responsibility for lower-performing students.</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>H3, H5, H6, H7, H8 ~ All teachers receive training on the teacher evaluation process and tool used to evaluate teachers. Professional development and guidance were provided for teachers to complete their goal setting form. Mid-year conferences are held with teachers. Teacher quality is evaluated through both formal and informal observations. Teachers are also evaluated based on student achievement. Evaluative comments given to teachers are aligned to the teacher evaluation instrument. The evaluation process requires formal evaluation of probationary teachers and those on continuing contract status. The administrative team holds three conferences with each teacher – opening, mid-year, and closing. Teachers are required to provide data to support progress toward student learning goals, and written feedback is provided.</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>H14, H15, I1, I2, I3, I4, I8, I9, I10, I11 ~ School leaders, teachers, and other staff who have increased student achievement are recognized during the announcement, at faculty meetings, at content team meetings, at departmental meetings, in the weekly Dean's Corner, and in the school's newsletter.</p> <p>At the end of the testing period, teachers who met and/or exceeded goals in increasing student achievement are recognized during faculty meetings. Teachers needing support are identified through informal and formal classroom observations, feedback from the instructional coach (es), feedback from the department chairperson, and feedback from the teacher him or herself. Once a need is identified, the instructional leadership team plans for needs-based professional development. If a need is recognized across several areas, the professional development is presented whole-group. If a need is recognized on an individual basis, individual support is provided through co-teaching or formal professional development (education) both in-house and off campus. The school's PBIS team is continually evolving and will develop a plan to reward teachers and other leaders using incentives.</p> <p>Teachers who need support in increasing student achievement meet with the principal to reflect on performance and to set goals for the upcoming school year. Based on these discussions, areas of need are identified and addressed. Professional will be provided by the principal, District Content Senior Coordinators, District Teacher Specialists, the Lead Turnaround Partner through continuous coaching and modeling.</p>
<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>C1, C6, C7 ~ The principal is evaluated by the Executive Director of Secondary Schools for Norfolk Public Schools. She is evaluated formally mid-year and again at the end of the year. Domains for evaluation include transformational leadership, instructional leadership, organizational/managerial leadership, responsive leadership, and student outcomes. All feedback is in narrative form with a final rating in each category of either "below expectations", "meets expectation", or "exceeds expectations".</p> <p>The principal is evaluated by the Executive Director of Schools. Feedback is received during the mid-year conference and on the summative evaluation at the end of the school year. Student and teacher surveys provide feedback on the school and on administrative leadership during late spring of each year.</p>

Tab 5: School 4 Reflections and Planning
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<p>5. How do you define the relationship between the state contractor, lead turnaround partner or internal lead partner, and the principal? How can it be improved? (Applies to continuation applications ONLY)</p>	<p>Not Applicable</p>
<p>DECISION-MAKING PROCESS & AUTONOMY 1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p>	<p>A1, A2, A3, B2, B3 ~ The school's instructional leadership team meets continually to discuss items related to school improvement efforts, the movement of the school's vision, various data points, and student achievement and performance that have a direct impact on school improvement. The instructional leadership team present ideas related to the school improvement effort/strategic vision/improvement plan at our monthly Shared Governance Team (SGT) meetings. Individuals present at these meetings include our state facilitator, NPS's Executive Director for Middle Schools, NPS content-area Senior Coordinators, building-level administration, and building-level instructional leadership (department chairpersons and math/reading specialists). A certain amount of autonomy is afforded in that the building-level team is permitted to originate its own vision and steps in the improvement process. Once shared and approved by the Shared Governance Team, implementation and/or monitoring begins. If the ideas presented need revising, revisions take place in real-time during the meeting, and the building-level team continue with implementation and monitoring.</p> <p>Decisions are made by various stakeholders. The division, the principal, the leadership team, and teachers make decisions based on student achievement data, climate surveys, and observations completed during audits/visits.</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>The ability of teachers to transfer to other schools at will impedes the school's success. As recruitment and retention of highly qualified teachers are goals for Lafayette-Winona Middle School, the ability of teachers to leave a school, based on following the transfer policy, poses a threat to the overall success of the school. To remove the barriers, the school plans to implement strategies to retain the teachers through incentives and professional development to build teacher capacity. Another barrier would be the inability of school principals to directly hire teachers; the offer of a teaching position must come from Human Resources. The ability to hire tutors during the school day serves as a barrier. Additionally, transportation for students to Saturday academic support serves as a barrier. H1, H2, H3</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>1. a. The continuation of collaboration with central administration and various departments to provide support in the following areas: data analysis to gauge student achievement, professional development to continue to build teacher and administrator capacity, and funding sources to support school improvement efforts. 1.b. The school and division will prepare by ensuring the funding sources of Title 1, LEA, partnerships, and any other available sources to support improvement efforts. The district will support schools through the phase out by continuing to provide leadership support and instructional support to principals based on student performance data and teacher observation data. Resources will also be aligned to support the school improvement efforts.</p>

Tab 5: School 4 Reflections and Planning
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<p>2. What supports from the state would be the most helpful?</p>	<p>Supports from the state deemed to be most helpful include: Specific feedback on how the principal and teachers can improve curriculum alignment and the delivery of instruction, monthly monitoring of school improvement efforts, funding to support school improve efforts to increase student achievement and performance, and professional development and training to assist in building teacher and school capacity and sustainability.</p>
<p>Required Elements Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p>Required element</p>	<p>Response</p>
<p>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>
<p>2. Student achievement data for the past two years (2011-2012 and 2012-2013) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>

Tab 5: School 4 Reflections and Planning
and Required Elements

<p>c. Total number of minutes in the 2012-2013 school year that all students were required to attend (broken down by daily, before-school, after-school, Saturday school and summer school) and any additional increased learning time planned for 2013-2014.</p> <p>*This information will be shared with USED.</p>	<p>For the 2012-2013 school year, students were were required to attend school for 67,740 minutes.</p> <p>For the 2013-2014 school year, an additional 20 minutes will be added to the school day to require students to attend for 71,340 minutes. Additional hours include: After school academic support - 5400 minutes; Saturday academic support - 2880 minutes; and Summer School 4800 minutes.</p>
<p>d. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged</p>	<p>Male: 317 Female: 248 Asian: 4 Black: 483 Hispanic: 17 White: 34 Students with disabilities: 116 Limited English proficient: 7 Migrant: 0 Homeless: 7 Economically disadvantaged: 565</p>

Tab 5: School 4 Reflections and Planning
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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>* In the area of Reading, the following are the pass rates for the identified years: 2011-2012 Grade 6 - 76%; Grade 7 - 72%; Grade 8 - 76%; 2012-2013 Grade 6 - 49%; Grade 7 - 48%; Grade 8 - 44%. In Writing: 2011-2012 Grade 8 - 74%; 2012-2013 Grade 8 - 48%. *</p> <p>In the area of Math, the following are the pass rates for the identified years: 2011-2012 Grade 6 - 59%; Grade 8 - 30%; 2012-2013 Grade 6 - 67%; Grade 7 - 18%; Grade 8 - 34%.</p> <p>Student achievement data scores on state assessments reflect a decline in reading, math and science for the 2012-2013 school year. Overall, English scores reflected a 29% decline; math scores reflected a 18% decline; and science reflected a 3% decline from 2011-2012 to 2012-2013. There was a consistency in the decline in English scores, indicating a possible misalignment of curriculum, instruction, and assessment. In grade 6 math, student scores increased from 59% proficient to 67% proficient. Identified areas of need include professional development and training in instructional planning, delivery of instruction, depth of knowledge, creating formative assessments, and increasing rigor in the classroom. Areas needing improvements include English, math, and science. Additionally, professional development for administrators and teacher leaders to provide specific targeted feedback, especially in the warned areas following an observation is an area of need. Professional development for new teachers with less than 3 years of teaching experience in the building serves as an area of need.</p>
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<p>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p>	<p>Lafayette-Winona Middle School was built in 1991 with 56 classrooms. The media center has 30 desktops in the main center and an additional classroom with 30 desktops and a Smartboard for instructional and interactive activities. The cafeteria is located at the far end of the building from the main hallway. It has 3 serving lines and has the capacity to seat approximately 500 students. The school has a gymnasium and a small gym for physical education.</p>
<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p>Technology is available to teachers and students throughout the building. Laptop carts, desktop computers, and 5 computer labs are available to support classroom instruction and assessments. In addition, 21 classrooms are equipped with a Smartboard for additional integration of technology.</p>
<p>8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade OR subject for the 2012-2013 school year. This should be an unduplicated count for each set.</p>	

Set 1 Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers	59	98%
Teachers (not highly qualified)	1	2%
Set 2 Category	Number of Teachers	Percentage of All Teachers

Tab 5: School 4 Reflections and Planning
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Teachers with less than 3 years in grade/subject	ELA - 7; Math - 2; Science - 1; History and Social Science - 5; Electives - 4; Special Education - 7	43%																												
Number of teachers with a provisional license																														
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) Sample: Yrs #Instructional Staff 0 1 1 6 2 4... b. Total number of days teachers worked divided by the number of teaching days (2012-2013).	<table border="1"> <thead> <tr> <th>Years</th> <th># Instructional Staff</th> </tr> </thead> <tbody> <tr><td>1</td><td>10</td></tr> <tr><td>2</td><td>11</td></tr> <tr><td>3</td><td>13</td></tr> <tr><td>4</td><td>3</td></tr> <tr><td>5</td><td>2</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>7</td><td>2</td></tr> <tr><td>8</td><td>2</td></tr> <tr><td>9</td><td>3</td></tr> <tr><td>12</td><td>1</td></tr> <tr><td>13</td><td>1</td></tr> <tr><td>19</td><td>1</td></tr> <tr><td>23</td><td>1</td></tr> </tbody> </table> <p>The total number of days worked by teachers 13,299.70 / The total number of teaching days 13,840 = 96%</p>		Years	# Instructional Staff	1	10	2	11	3	13	4	3	5	2	6	6	7	2	8	2	9	3	12	1	13	1	19	1	23	1
Years	# Instructional Staff																													
1	10																													
2	11																													
3	13																													
4	3																													
5	2																													
6	6																													
7	2																													
8	2																													
9	3																													
12	1																													
13	1																													
19	1																													
23	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 5: School 4 Reflections and Planning
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<p>1. a. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.</p> <p>b. Provide a timeline.</p>	<p>A1, A2, A3, A4 ~</p> <p>Partner will include progress reports to the school division detailing the following items: Quarterly, aggregate student achievement data including grades for the grading period, diagnostic data, benchmark assessment data, progress monitoring assessment data, and SOL assessment data that will all be aggregated by tiered intervention of students by ID; quarterly, teacher recruitment activities, teacher professional development activities to include agendas of all staff meetings, and teacher absenteeism; monthly completed teacher observations and recommendations made to the principal; monthly, core SOL taught curriculum including all essential skills and knowledge in each of the four content areas; quarterly, number of minutes provided for extended learning opportunities; quarterly, report on the development and coordination of supporting partnerships; monthly, line item budget expenditures; quarterly, report of parental development activities; and any other report requested by the local school division or other state public educational body.</p> <p>To ensure that the selected transformation model is implemented effectively, division and school-level administrators maintain on-going communications with updates in preparation for the transformation model for improved and increased success. Division and school-level staff participate in monthly Shared Governance Team meetings to review various data sets, conduct classroom observations, align resources as needed, and offer suggestions for academic growth. The Lead Turnaround Partner will provide support in leadership coaching and aligning resources. The division leadership team will discuss all school improvement efforts, monitor Indistar plans, and identify additional support needed in schools.</p> <p>1.b. September 2013 - Monthly Shared Governance Team meetings begin, December 2013 - Lead Turnaround Partner selected; January 2014 School Improvement Grant completed and submitted, February 2014 - Final application submitted, March 2014 - Lead Turnaround Partner begins working with the school.</p> <p style="text-align: right;">TIMELINE FOR IMPLEMENTATION</p> <ol style="list-style-type: none"> 1. Developing and increasing teacher and school leader effectiveness. Required activities for the LEA (May 2014) 2. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school (June 2014) 3. Instituting a system for measuring changes in instructional practices resulting from professional development (May 2014) 4. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority (July 2014) 5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards (June 2014) 6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students (May 2014) 7. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; 8. Implementing a schoolwide "response-to-intervention" model (March 2014) 9. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content (May 2014) 10. Using and integrating technology-based supports and interventions as part of the instructional program (June 2014) 11. Establish schedules and strategies that provide increased learning time (as defined in this notice) (June 2014) 12. Provide ongoing mechanisms for family and community engagement (June 2014) 13. Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs (May 2014) 14. Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff (July 2014) 15. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment (May 2014) 16. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates (June 2014) 17. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO) (May 2014)
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Tab 5: School 4 Reflections and Planning
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<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>E1, E2, E3, E4, E5, E6 ~ All external partners are approved by the VDOE prior to selection from the schools. Schools were provided opportunities to meet with representatives from each prospective external partner to interview and review services prior to making a decision. Once building administrators make a decision on the external partner, the selection is forwarded to the Executive Director of Middle Schools. Lafayette-Winona Middle School will inform parents on the updates of the School Improvement process during Open House, in newsletters, and in monthly calls to parents. Two parents(PTA representatives) will be invited to serve on the School Improvement Team to keep abreast of improvement efforts. The Lead Turnaround Partner will maintain ongoing communications with division and school-level staff. To ensure the Lead Turnaround Partner is effectively implementing required elements of the contract, the school improvement team led by the principal will monitor the following: coaching and support of the school leadership team during team meetings, the implementation of professional learning communities, professional development and coaching provided to teachers, coaching to support effective data use, the development and implementation of 30-60-90 day action plans, instructional coaching in Reading and math, targeted professional development for reading and math teachers monthly, data collection and analysis, the development of monthly reports to monitor progress, monthly reviews of data to identify further actions and changes suggested. Additionally, the LTP will provide monthly updates, status reports during SGT meetings and instructional leadership meetings. The LTP will participate in data team meetings and attend all VDOE technical assistance sessions to ensure their work alignment with all school improvement efforts.</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>TA01, TA02, TA03 ~ For the 2013-2014 school year, student achievement in gap groups will reflect an increase of 20% on reading and mathematics state assessments.</p> <p>Reading - Gap Group 1- 42% to 50%; Gap Group 2 - 41% to 49%; Gap Group 3 - 57% to 68% Math</p> <p>- Gap Group 1 - 48% to 57%; Gap Group 2 - 47% to 56%; Gap Group 3 - 63% to 76%</p> <p>The administration of ongoing common formative assessments and district benchmark assessments allows the school to monitor student achievement and ensure that tiered instructional support is provided to students. Assessment data, discipline data, attendance data, and other data points are used to identify students in need of Tier 2 and Tier 3 intervention support. The division team provides support to schools through participation in monthly SGT meetings, Focus Walks, curriculum alignment, professional development based on student and school need, and ensuring the implementation of the Cycle for Results.</p>

Tab 5: School 4 Reflections and Planning
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<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>A1, A2, A3, A4, E4, E5, E6, E7, E8 ~ Norfolk Public Schools has the capacity to support Lafayette-Winona Middle School through the School Improvement Process as being identified a Priority School. The division's school improvement team consists of the Executive Director, members from central administration content departments, special education specialists, and division leadership. The division's school improvement team work closely with the school's school improvement team, the Lead Turnaround Partner, the VDOE liaison to maintain ongoing communications to ensure that support is provided in all identified areas of need.</p> <ul style="list-style-type: none"> - The principal and other team members engage the school community with substantial emphasis in parental engagement. Surveys are also used to provide and to give them opportunities for input. Additionally, the division has developed three division-wide Parent Universities as additional communication outlets. - Each school is allotted funds to research and design interventions to support safety nets and enrichments. Schools must submit a plan and is expected to implement that plan throughout the school year. Safety net funding may be used to support all efforts that are provided during the school day and during all extended learning opportunities. - Each school has developed and presented their master schedule to their appropriate executive director. The master schedule is required to allocate time and resources for interventions during the day. These interventions are monitored monthly to determine their level of effectiveness. - Internal Lead Partners and central administration department staff participate in all VDOE required Technical Assistance training , sessions, and webinars. - Extensive discussions have been held with all stakeholders to build capacity to implement the Transformation Model with fidelity. Analysis of data and division-wide initiatives have led to the selection of the Transformation Model as the best fit for the school. School leadership support has also been realigned to provide four executive directors to support school improvement efforts.
<p>Required Elements Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</p>	
<p>1. Steps taken to secure the continued support of the local school board for the reform model chosen</p>	<p>N/A</p>

Tab 5: School 4 Reflections and Planning
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2. Steps taken to secure the support of the parents for the reform model selected	N/A
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	N/A
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	N/A

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:	Campostella Elementary					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel			\$ -		\$ -	
2000- Personnel (Benefits)			\$ -		\$ -	
3000- Purchased Services	\$ -	\$ 263,053.50	\$ 263,053.50	\$ -	\$ 263,053.50	
4000 - Internal Services	\$ -		\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ 1,080.00	\$ 1,080.00	\$ -	\$ 1,080.00	
6000- Materials and Supplies	\$ -		\$ -	\$ -	\$ -	
8000- Equipment Capital	\$ -		\$ -	\$ -	\$ -	
Total	\$ -	\$ 264,133.50	\$ 264,133.50	\$ -	\$ 264,133.50	

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	Istation (\$6,500), AIR Lead Turn Around Partner (\$243,053.50), and VDOE Contractor (\$13,500)
4000 - Internal Services	

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

5000- Other Charges	Indirect Costs (\$1,080)
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".

	X	1003(a)	0	1003(g)		
Name of School 2: Jacox Elementary						
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	\$ -	\$ 257,026.93	\$ 257,026.93	\$ -	\$ 257,026.93	
4000 - Internal Services	\$ -		\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ 1,901.57	\$ 1,901.57	\$ -	\$ 1,901.57	
6000- Materials and Supplies	\$ -		\$ -	\$ -	\$ -	
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ 258,928.50	\$ 258,928.50	\$ -	\$ 258,928.50	
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					
Expenditure Codes	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)					
Budget Narrative						

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

1000 - Personnel	
2000- Personnel (Benefits)	
3000- Purchased Services	Pearson - Lead Turnaround Partner (\$243,526.93), Istation (\$6,750), and VDOE Contractor (\$6,750)
4000 - Internal Services	

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

5000- Other Charges	Indirect Costs (\$1,901.57)
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)	X	1003(g)		
Name of School 3:	P. B. Young, Sr.					
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	\$	-	\$ 229,880.00	\$ 229,880.00	\$	-
4000 - Internal Services	\$	-		\$	-	\$
5000- Other Charges	\$	-	\$ 1,080.00	\$ 1,080.00	\$	-
6000- Materials and Supplies	\$	-		\$	-	\$
8000- Equipment Capital	\$	-		\$	-	\$
Total	\$	-	\$ 230,960.00	\$ 230,960.00	\$	-
<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	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>2000- Personnel (Benefits)</p>	
<p>3000- Purchased Services</p>	<p>Pearson Lead Turnaround Partner (\$209,880) , Istation (\$6,500), and VDOE Contractor (\$13,500)</p>
<p>4000 - Internal Services</p>	

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

5000- Other Charges	Indirect Costs: \$1,080
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)	X	1003(g)		
Name of School 4:	Lafayette Winona Middle					
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	\$ -	\$ 223,721.00	\$ 223,721.00	\$ -	\$ 223,721.00	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ 1,080.00	\$ 1,080.00	\$ -	\$ 1,080.00	
6000- Materials and Supplies	\$ -		\$ -		\$ -	
8000- Equipment Capital	\$ -		\$ -	\$ -	\$ -	
Total	\$ -	\$ 224,801.00	\$ 224,801.00	\$ -	\$ 224,801.00	
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.						
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)					
1000 - Personnel						
	Other Expenses					
	Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)					
Expenditure Codes	Budget Narrative					

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

<p>1000 - Personnel</p>	
<p>2000- Personnel (Benefits)</p>	
<p>3000- Purchased Services</p>	<p>AIR - Lead Turnaround Partner (\$210,221) and VDOE Consultant (\$13,500)</p>
<p>4000 - Internal Services</p>	

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

5000- Other Charges	Indirect Costs: \$1,080
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

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

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:	Campostella Elementary					
Expenditure Codes	Division-Level Expenses (Grant Funded)		School-Level Expenses (Grant Funded)		Total Expenses (Grant Funded)	Other Expenses
1000 - Personnel	\$ 44,452.00				\$ 44,452.00	
2000- Personnel (Benefits)	\$ 12,691.00				\$ 12,691.00	
3000- Purchased Services	\$ -		\$ 275,100.36		\$ 275,100.36	\$ -
4000 - Internal Services	\$ -				\$ -	\$ -
5000- Other Charges	\$ -		\$ 3,623.14		\$ 3,623.14	\$ -
6000- Materials and Supplies	\$ -				\$ -	\$ -
8000- Equipment Capital	\$ -				\$ -	\$ -
Total	\$ 57,143.00		\$ 278,723.50		\$ 335,866.50	\$ -
<p>Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.</p>						
Sample Entry	<p>Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)</p>					
1000 - Personnel	<p>Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>					
Expenditure Codes	Budget Narrative					

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

1000 - Personnel	Partial funding for a staff member in the Office of School Improvement (\$44,452)
2000- Personnel (Benefits)	Fringes: \$12,691
3000- Purchased Services	Istation (\$6,500), AIR Lead Turn Around Partner (\$255,100.36), and VDOE Contractor (\$13,500)
4000 - Internal Services	

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

5000- Other Charges	Indirect Costs: \$1,080
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

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

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

Name of School 2:	X	1003(a)	0	1003(g)		
	Jacox Elementary					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ 44,452.00		\$ 44,452.00		\$ 44,452.00	
2000- Personnel (Benefits)	\$ 12,691.00		\$ 12,691.00		\$ 12,691.00	
3000- Purchased Services	\$ -	\$ 257,026.93	\$ 257,026.93	\$ -	\$ 257,026.93	
4000 - Internal Services	\$ -		\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ 1,901.57	\$ 1,901.57	\$ -	\$ 1,901.57	
6000- Materials and Supplies	\$ -		\$ -	\$ -	\$ -	
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ 57,143.00	\$ 258,928.50	\$ 316,071.50	\$ -	\$ 316,071.50	
<p>Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.</p>						
<p>Sample Entry</p> <p>1000 - Personnel</p>	<p>Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)</p> <p>Other Expenses</p> <p>Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>					
Expenditure Codes	Budget Narrative					

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

<p>1000 - Personnel</p>	<p>Partial funding for a staff member in the Office of School Improvement (\$44,452)</p>
<p>2000- Personnel (Benefits)</p>	<p>Fringes: \$12,691</p>
<p>3000- Purchased Services</p>	<p>Pearson - Lead Turnaround Partner (\$243,526.93), Istation (\$6,750), and VDOE Contractor (\$6,750)</p>
<p>4000 - Internal Services</p>	

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

5000- Other Charges	Indirect Costs: \$1,901.57
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

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

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

Name of School 3:	0	1003(a)	X	1003(g)		
	P. B. Young, Sr.					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ 44,452.00		\$ 44,452.00		\$ 44,452.00	
2000- Personnel (Benefits)	\$ 12,691.00		\$ 12,691.00		\$ 12,691.00	
3000- Purchased Services	\$ -	\$ 243,273.86	\$ 243,273.86	\$ -	\$ 243,273.86	
4000 - Internal Services	\$ -		\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ 3,623.14	\$ 3,623.14	\$ -	\$ 3,623.14	
6000- Materials and Supplies	\$ -		\$ -	\$ -	\$ -	
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ 57,143.00	\$ 246,897.00	\$ 304,040.00	\$ -	\$ 304,040.00	
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.						
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)					
1000 - Personnel						
	Other Expenses					
	Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)					
Expenditure Codes	Budget Narrative					

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

<p>1000 - Personnel</p>	<p>Partial funding for a staff member in the Office of School Improvement (\$44,452)</p>
<p>2000- Personnel (Benefits)</p>	<p>Fringes: \$12,691</p>
<p>3000- Purchased Services</p>	<p>Pearson - Lead Turnaround Partner (\$223,273.86), Istation (\$6,500), and VDOE Contractor (\$13,500)</p>
<p>4000 - Internal Services</p>	

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

5000- Other Charges	Indirect Costs: \$3,623.14
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

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

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

	0	1003(a)	X	1003(g)	
Name of School 4:	Lafayette Winona Middle				
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ 44,452.00		\$ 44,452.00		\$ 44,452.00
2000- Personnel (Benefits)	\$ 12,691.00		\$ 12,691.00		\$ 12,691.00
3000- Purchased Services	\$ -	\$ 239,432.86	\$ 239,432.86	\$ -	\$ 239,432.86
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ 3,623.14	\$ 3,623.14	\$ -	\$ 3,623.14
6000- Materials and Supplies	\$ -		\$ -	\$ -	\$ -
8000- Equipment Capital	\$ -		\$ -	\$ -	\$ -
Total	\$ 57,143.00	\$ 243,056.00	\$ 300,199.00	\$ -	\$ 300,199.00
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.					
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)				
1000 - Personnel					
	Other Expenses				
	Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)				
Expenditure Codes	Budget Narrative				

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

<p>1000 - Personnel</p>	<p>Partial funding for a staff member in the Office of School Improvement (\$44,452)</p>
<p>2000- Personnel (Benefits)</p>	<p>Fringes: \$12,691</p>
<p>3000- Purchased Services</p>	<p>AIR - Lead Turnaround Partner (\$225,932.86) and VDOE Contractor (\$13,500)</p>
<p>4000 - Internal Services</p>	

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

5000- Other Charges	Indirect Costs: \$3,623.14
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

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

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

	0	1003(a)	X	1003(g)		
Name of School 1:	Campostella Elementary					
Expenditure Codes	Division-Level Expenses (Grant Funded)		School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ 44,452.00			\$ 44,452.00		\$ 44,452.00
2000- Personnel (Benefits)	\$ 12,691.00			\$ 12,691.00		\$ 12,691.00
3000- Purchased Services	\$ -		\$ 275,100.36	\$ 275,100.36	\$ -	\$ 275,100.36
4000 - Internal Services	\$ -			\$ -	\$ -	\$ -
5000- Other Charges	\$ -		\$ 3,623.14	\$ 3,623.14	\$ -	\$ 3,623.14
6000- Materials and Supplies	\$ -			\$ -	\$ -	\$ -
8000- Equipment Capital	\$ -			\$ -	\$ -	\$ -
Total	\$ 57,143.00		\$ 278,723.50	\$ 335,866.50	\$ -	\$ 335,866.50
<p>Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.</p>						
Sample Entry	<p>Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)</p>					
1000 - Personnel	<p>Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>					
Expenditure Codes	Budget Narrative					

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

1000 - Personnel	Partial funding for a staff member in the Office of School Improvement (\$44,452)
2000- Personnel (Benefits)	Fringes: \$12,691
3000- Purchased Services	VDOE Contractor (\$13,500), Istation (\$6,500) and AIR - Lead Turn Around Partner (\$255,100.36)
4000 - Internal Services	

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

5000- Other Charges	Indirect Costs (\$1,080)
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

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

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

Name of School 2:	X	1003(a)	0	1003(g)		
	Jacox Elementary					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ 44,452.00		\$ 44,452.00		\$ 44,452.00	
2000- Personnel (Benefits)	\$ 12,691.00		\$ 12,691.00		\$ 12,691.00	
3000- Purchased Services	\$ -	\$ 257,026.93	\$ 257,026.93	\$ -	\$ 257,026.93	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ 1,901.57	\$ 1,901.57	\$ -	\$ 1,901.57	
6000- Materials and Supplies	\$ -		\$ -	\$ -	\$ -	
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ 57,143.00	\$ 258,928.50	\$ 316,071.50	\$ -	\$ 316,071.50	
<p>Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.</p>						
<p>Sample Entry</p> <p>1000 - Personnel</p>	<p>Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)</p> <p>Other Expenses</p> <p>Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>					
Expenditure Codes	Budget Narrative					

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

<p>1000 - Personnel</p>	<p>Partial funding for a staff member in the Office of School Improvement (\$44,452)</p>
<p>2000- Personnel (Benefits)</p>	<p>Fringes: \$12,691</p>
<p>3000- Purchased Services</p>	<p>Pearson - Lead Turnaround Partner (\$243,526.93), Istation (\$6,750), and VDOE Contractor (\$6,750)</p>
<p>4000 - Internal Services</p>	

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

5000- Other Charges	Indirect Costs: \$1,901.57
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

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

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

	0	1003(a)	X	1003(g)	
Name of School 3:	P. B. Young, Sr.				
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ 44,452.00		\$ 44,452.00		\$ 44,452.00
2000- Personnel (Benefits)	\$ 12,691.00		\$ 12,691.00		\$ 12,691.00
3000- Purchased Services	\$ -	\$ 243,273.86	\$ 243,273.86	\$ -	\$ 243,273.86
4000 - Internal Services	\$ -		\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ 3,623.14	\$ 3,623.14	\$ -	\$ 3,623.14
6000- Materials and Supplies	\$ -		\$ -	\$ -	\$ -
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 57,143.00	\$ 246,897.00	\$ 304,040.00	\$ -	\$ 304,040.00
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.					
Sample Entry	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)				
1000 - Personnel					
Other Expenses	Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)				
Expenditure Codes	Budget Narrative				

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

<p>1000 - Personnel</p>	<p>Partial funding for a staff member in the Office of School Improvement (\$44,452)</p>
<p>2000- Personnel (Benefits)</p>	<p>Fringes: \$12,691</p>
<p>3000- Purchased Services</p>	<p>Pearson - Lead Turnaround Partner (\$223,273.86), Istation (\$6,500), and VDOE Contractor (\$13,500)</p>
<p>4000 - Internal Services</p>	

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

5000- Other Charges	Indirect Costs: \$3,623.14
6000- Materials and Supplies	
8000- Equipment Capital Outlay	

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

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

	0	1003(a)	X	1003(g)				
Name of School 4:	Lafayette Winona Middle							
Expenditure Codes	Division-Level Expenses (Grant Funded)		School-Level Expenses (Grant Funded)		Total Expenses (Grant Funded)		Other Expenses	Total With Other Expenses
1000 - Personnel	\$ 44,452.00				\$ 44,452.00			\$ 44,452.00
2000- Personnel (Benefits)	\$ 12,691.00				\$ 12,691.00		\$ -	\$ 12,691.00
3000- Purchased Services	\$ -		\$ 239,432.86		\$ 239,432.86		\$ -	\$ 239,432.86
4000 - Internal Services	\$ -		\$ -		\$ -		\$ -	\$ -
5000- Other Charges	\$ -		\$ 3,623.14		\$ 3,623.14		\$ -	\$ 3,623.14
6000- Materials and Supplies	\$ -		\$ -		\$ -		\$ -	\$ -
8000- Equipment Capital	\$ -		\$ -		\$ -		\$ -	\$ -
Total	\$ 57,143.00		\$ 243,056.00		\$ 300,199.00		\$ -	\$ 300,199.00
<p>Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.</p>								
Sample Entry	<p>Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)</p>							
1000 - Personnel	<p>Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>							
Expenditure Codes	Budget Narrative							

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

<p>1000 - Personnel</p>	<p>Partial funding for a staff member in the Office of School Improvement (\$44,452)</p>
<p>2000- Personnel (Benefits)</p>	<p>Fringes: \$12,691</p>
<p>3000- Purchased Services</p>	<p>AIR - Lead Turnaround Partner (\$225,932.86) and VDOE Contractor (\$13,500)</p>
<p>4000 - Internal Services</p>	

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

5000- Other Charges	Indirect Costs: \$3,623.14
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	\$ -	\$ -	\$ -	\$ -	\$ -
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -
3000- Purchased Services	\$ -	\$ 973,681.43	\$ 973,681.43	\$ -	\$ 973,681.43
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ 5,141.57	\$ 5,141.57	\$ -	\$ 5,141.57
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ 978,823.00	\$ 978,823.00	\$ -	\$ 978,823.00
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	\$ 177,808.00	\$ -	\$ 177,808.00	\$ -	\$ 177,808.00
2000- Personnel (Benefits)	\$ 50,764.00	\$ -	\$ 50,764.00	\$ -	\$ 50,764.00
3000- Purchased Services	\$ -	\$ 1,014,834.01	\$ 1,014,834.01	\$ -	\$ 1,014,834.01
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ 12,770.99	\$ 12,770.99	\$ -	\$ 12,770.99
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 228,572.00	\$ 1,027,605.00	\$ 1,256,177.00	\$ -	\$ 1,256,177.00
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	\$ 177,808.00	\$ -	\$ 177,808.00	\$ -	\$ 177,808.00
2000- Personnel (Benefits)	\$ 50,764.00	\$ -	\$ 50,764.00	\$ -	\$ 50,764.00
3000- Purchased Services	\$ -	\$ 1,014,834.01	\$ 1,014,834.01	\$ -	\$ 1,014,834.01
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ 12,770.99	\$ 12,770.99	\$ -	\$ 12,770.99

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	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 228,572.00	\$ 1,027,605.00	\$ 1,256,177.00	\$ -	\$ 1,256,177.00
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	\$ 355,616.00	\$ -	\$ 355,616.00	\$ -	\$ 355,616.00
2000- Personnel (Benefits)	\$ 101,528.00	\$ -	\$ 101,528.00	\$ -	\$ 101,528.00
3000- Purchased Services	\$ -	\$ 3,003,349.45	\$ 3,003,349.45	\$ -	\$ 3,003,349.45
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ 30,683.55	\$ 30,683.55	\$ -	\$ 30,683.55
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 457,144.00	\$ 3,034,033.00	\$ 3,491,177.00	\$ -	\$ 3,491,177.00

Tab 11: Budget Codes

Expenditure Code Definitions

These expenditure codes are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

1000 Personal Services - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

2000 Employee Benefits - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

3000 Purchased Services - Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

4000 Internal Services - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.

5000 Other Charges - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other.

6000 Materials and Supplies - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

8000 Equipment/Capital Outlay - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.

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

Tab 12: Assurances

4. Follows Virginia's state requirements for teacher and principal evaluation under the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Virginia Standards for the Professional Practice of Teachers* and the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*.

5. Uses an electronic query system to provide principals with quarterly data needed to make data driven decisions at the school-level (see Web site: http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml). High schools not meeting the Federal Graduation Indicator (FGI) rate may use the Virginia Early Warning System (VEWS) in lieu of the Virginia Dashboard (Datacation).

(http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml)

Data points should include, at minimum:

- Student attendance by student
- Teacher attendance
- Benchmark results
- Reading and mathematics grades
- Student discipline
- Phonological Awareness Literacy Screening (PALS) data (Fall and Spring)
- World-Class Instructional Design and Assessment (WIDA) data for English Language Learners (ELLs)
- Student transfer data
- Student intervention participation by intervention type; and
- Other indicators, if needed.

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

7. Uses the *Algebra Readiness Diagnostic Test* (ARDT) for all schools with grade 5 or higher for all students who have failed the SOL mathematics assessment in the previous year, a student with a disability, or an English language learner (fall, mid-year, and spring at minimum).

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

9. Continues implementation of a division-level team with representatives for the following: instruction, Title I, special education and ELL (if applicable). The division team will:

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

Tab 12: Assurances

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

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

Superintendent's Signature:



Date 5/8/14

Superintendent's Typed Name:

Dr. Samuel T. King