

Richmond City Cohort IV Elementary Schools Priority Grant Application Approved 2014
 Virginia Department of Education- Office of School Improvement-Priority School
 Application for 2013-2014 Continuation 1003(a)/1003(g) Funding -Under the ESEA Flexibility Waiver

[Tabs in this Excel Workbook](#)

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

[Submission Requirements](#)

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

Division Name	Richmond Pubic Schools
Contact	Victoria Oakley
Address Line 1	301 N. 9th Street
Address Line 2	Richmond Pubic Schools
City, VA, zipcode	Richmond VA 23219
Email Address	voakley@richmond.k12.va.us
Telephone Number	804-780-7709

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

School 1 Name	Blackwell Elementary School	Indicate which model the school has chosen with an X.					
Principal Name	Reginald Williams	1	<input type="checkbox"/>	USED School Turnaround			
Address Line 1	300 East 15Th Street	2	<input checked="" type="checkbox"/>	USED Transformation Model			
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model			
City, VA, zipcode	Richmond VA 23224	Indicate the source(s) of funding for which the school is eligible, and					
Email Address	rwilliam@richmond.k12.va.us		<input type="checkbox"/>	1003(a)			
Telephone Number	804-780-5078		<input checked="" type="checkbox"/>	1003(g)			
NCES ID #:	5.10324E+11	Indicate this school's cohort with an X.					
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	<input type="checkbox"/>	Cohort I	<input type="checkbox"/>	Cohort II	<input type="checkbox"/>	Cohort III
		<input checked="" type="checkbox"/>	Cohort IV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Indicate this school's tier with an X.					
		<input type="checkbox"/>	Tier I	<input type="checkbox"/>	Tier II	<input type="checkbox"/>	Tier III

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Telephone Number	804-780-7709

School 2 Name	Ginter Park Elementary School	Indicate which model the school has chosen with an X.					
Principal Name	Indira Williams	1		USED School Turnaround			
Address Line 1	3817 Chamberlayne Ave	2	x	USED Transformation Model			
Address Line 2		3		USED Turnaround Principles - same as Transformation Model			
City, VA, zipcode	Richmond VA 23227	Indicate the source(s) of funding for which the school is eligible, and					
Email Address	iwilliamm@richmond.k12.va.us		X	1003(a)			
Telephone Number	804-780-8193			1003(g)			
NCES ID #:	5.10324E+11	Indicate this school's cohort with an X.					
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/		Cohort I		Cohort II		Cohort III
		X	Cohort IV				
		Indicate this school's tier with an X.					
			Tier I		Tier II		Tier III

Division Name	Richmond Pubic Schools
Contact	Victoria Oakley
Address Line 1	301 N. 9th Street
Address Line 2	Richmond Pubic Schools
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Email Address	voakley@richmond.k12.va.us
Telephone Number	804-780-7709

School 3 Name	Oak Grove Elementary School	Indicate which model the school has chosen with an X.			
Principal Name	Mary Townes	1		USED School Turnaround	
Address Line 1	2409 Webber Ave	2	x	USED Transformation Model	
Address Line 2		3		USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode	Richmond VA 23224	Indicate the source(s) of funding for which the school is eligible, and			
Email Address	mtownes@richmond.k12.va.us			1003(a)	
Telephone Number	804-230-5800			1003(g)	
NCES ID #:	5.10324E+11	X		1003(g)	
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	Indicate this school's cohort with an X.			
			Cohort I		Cohort II
		X	Cohort IV		Cohort III
		Indicate this school's tier with an X.			
			Tier I		Tier II
					Tier III

Allowable Pre-implementation Activities

Blackwell Elementary School

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

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

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

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

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

<p>1. The LEA will hold parent and community meetings to review school performance, discuss the new intervention model to be implemented, and develop school improvement plans in line with the model selected.</p>	<p>a. The LEA has described the process it will use to engage parent and community members in the review of school performance, discussion of selected intervention model, and development of school improvement plans.</p>	<p>Provide information needed to satisfy this requirement in the space below. Blackwell parents will be involved in planning and monitoring of our school improvement initiatives by participating on the School Improvement Team and providing support on how to improve academic performance. They will be informed bi-monthly of the progress on major school initiatives. The principal will hold informal meetings quarterly to provide information on academic progress and LTP updates with the parents.</p>
	<p>b. The LEA has included a timeline of activities designed to include parent and community members in the planning process to implement an intervention model.</p>	<p>Provide information needed to satisfy this requirement in the space below. The timeline is as follows: March 2014 development of the memorandum of understanding with CATC; March-April 2014 request school board approval; April 2014 organize with CTAC, Central Administration and school principal, all deliverables and expectations will be reviewed and discussed and benchmark times will be documented; April- June CTAC will conduct a comprehensive data</p>

		<p>review to determine root causes of low performance that will involve teachers, staff, parents, students and community partners; June-July CTAC will analyze data and develop with school partners an action plan to address areas for improvement; June- July CTAC will provide support for summer school session; August 2014 – June 2015 CTAC will provide key support staff to address targets identified from needs assessment. A monthly report will be submitted to the school transformational team and the district school improvement manager.</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>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>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. The Lead Turnaround Partner is the Community Training and Assistance Center (CTAC) and they were selected from the state approved vendor list. CTAC will provide resources and support for instructional reform that will address specific leadership, academic and parental involvement needs that will lead to higher performance levels for students and staff</p> <p>Provide information needed to satisfy this requirement in the space below. The LEA followed state RFP process in selecting the external partner. The evaluation criteria used are documented in the proposal as well as guidelines for the external partner .</p> <p>Provide information needed to satisfy this requirement in the space below. The timeline for selecting the LTP started in January 2014 and ended in May 2014. It included interviews with potential partners, parent focus groups, community input and school board approval. The LTP will start in May.</p>

<p>3. The LEA will recruit and hire the incoming principal, leadership team, and/or instructional staff.</p>	<p>a. The LEA has described the process for recruiting and hiring of the principal and/or other staff.</p>	<p>Provide information needed to satisfy this requirement in the space below. The RPS Human Resources Department will coordinate the process for recruiting and hiring all staff and the LTP will provide input.</p>
	<p>b. The LEA has described the professional development it will provide to the newly hired principal and/or other staff to ensure successful implementation of the intervention model.</p>	<p>Provide information needed to satisfy this requirement in the space below. Both formal and informal professional development opportunities are in place for principals and assistant principals monthly throughout the school year. Also bi-monthly academic leadership sessions are held to review data, identify problem areas and monitor implementation.</p>
<p>4. The LEA will provide remediation and enrichment to students in schools that will implement an intervention model, purchase appropriate instructional materials, or compensate staff for instructional planning.</p>	<p>a. The LEA has described the remediation and/or enrichment activities, listed the instructional materials to be purchased, and/or described the compensation plan of staff for instructional planning.</p>	<p>Provide information needed to satisfy this requirement in the space below. Blackwell Elementary provides instructional support through tiered intervention. This model is data driven to individualize intervention and remediation activities to support struggling students. Technology-based interventions include have Achieve 3000, iStation and TenMarks for reading and math.</p>
	<p>b. The LEA has described how the remediation and/or enrichment activities, purchase of instructional materials, and/or compensation of staff for instructional planning will contribute to increased student achievement.</p>	<p>Provide information needed to satisfy this requirement in the space below. The instructional plan is designed to respond to tiered intervention strategies that will increase student achievement. Multiple data sources are used to identify student academic deficiencies, target the intervention and monitor the support provided. Technology intervention provided include Achieve 3000, iStation and TenMark. Achievement data is reviewed and triangulated on a regular basis through bi-weekly assessments, quarterly benchmark data, report cards, and other assessments provided by the LEA for priority schools. Staff members will be provided additional planning time and grade level meetings will be monitored to address identified instructional gaps and time will be provided for vertical planning.</p>

<p>5. The LEA will provide professional development that will enable staff to effectively implement new or revised instructional programs that are aligned with the school's comprehensive and instructional plan and intervention model.</p>	<p>a. The LEA has described the professional development it will require to enable staff to effectively implement new or revised instructional programs that are aligned with the school's comprehensive and instructional plan and intervention model.</p>	<p>Provide information needed to satisfy this requirement in the space below. Summer Leadership Institutes are planned for the staff that will address Academic Review recommendations (July 9-10) and critical areas of need as identified through SOL assessments and other triangulated data. Building administrators, the LEA and the School Leadership Team will work collaboratively to provide guidelines and plans for ongoing intensive professional development based on school data. Curriculum teams will work on developing rigorous lesson plans that unpack the standards and identify helpful resources to use in the classroom.</p>
	<p>b. The LEA has provided a timeline for professional development.</p>	<p>Provide information needed to satisfy this requirement in the space below. The LEA will provide school based professional development during Summer Institutes and on a monthly basis. Additionally, the LEA will provide PD on assigned School Calendar Days that will be specific to school's needs. Additionally, staff will attend VDOE planned professional development sessions.</p>
<p>6. The LEA will develop and pilot a data system for use in schools implementing an intervention model; analyze data; or develop and adopt interim assessments for use in those schools.</p>	<p>a. The LEA has described how it plans to develop and pilot a data system for use in the schools implementing an intervention model; analyze data; or develop and adopt interim assessment for use in those schools.</p>	<p>Provide information needed to satisfy this requirement in the space below. Interactive Achievement, Achieve 3000, I-Stations, GIZMO, ARDT, and Ten Mark are assessment and intervention tools used by the LEA to provide the basic foundation for intervention, individualized instruction, SOL aligned assessments with the essential rigor, and the triangulation of data. Moreover, simulated assessments will be created by the instructional staff and approved by the building level administrators to check for mastery of objectives and understanding of related subject matter.</p>

	<p>b. The LEA has provided a timeline for the development and piloting of the data system.</p>	<p>Provide information needed to satisfy this requirement in the space below. The LEA is currently utilizing the tools describes in 6A. Training has been provided and the tools are providing data to address strengths and weaknesses in the school’s instruction. A timeline has been established and data is closely monitored through the district and the Instructional Support Teams.</p>
<p>7. The LEA will conduct other allowable pre-implementation activities.</p>	<p>a. The LEA has described its plan to conduct other allowable pre-implementation activities.</p>	<p>Provide information needed to satisfy this requirement in the space below. The LEA is in constant search for proven research based tools that will support and enhance academic success for students. The LEA and the Instructional Support staff meets regularly with vendors to discuss how additional products will support students learning and to determine if the products are or can be aligned with the Virginia Standards of Learning. Activities and programs are approved by the LEA and VDOE.</p>
<p>8. The LEA’s budget includes sufficient funds to conduct pre-implementation activities fully and effectively in addition to implementing an intervention model throughout the period of availability of funds.</p>	<p>a. The LEA has included a budget summary for pre-implementation activities in each school.</p>	<p>Provide information needed to satisfy this requirement in the space below. The budget for pre- implementation includes funding to support intervention , remediation, training, and professional development.</p>
	<p>b. The LEA has included the required narrative budget that describes the budget summary in detail.</p>	<p>Provide information needed to satisfy this requirement in the space below. The narrative for pre- implementation activities provide the required details that aligns with the budget summary to support the intervention , remediation, training, and professional development activities planned for each school.</p>
	<p>c. The LEA pre-implementation budget includes only allowable activities.</p>	<p>Provide information needed to satisfy this requirement in the space below. The budget is supports the school ‘s instructional, administrative and professional development needs as pre-approved by VDOE and the LEA as allowable.</p>
	<p>d. The LEA pre-implementation budget is sufficient to fund the activities described in the budget narrative.</p>	<p>Provide information needed to satisfy this requirement in the space below. Adequate funds have been allocated to address school needs identified in the application.</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. Funds have been aligned to address the school improvement plan indicators and tasks in Indistar as well as district goals and objectives.</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. The pre-implementation timeline has been documented in the grant application.</p>

Allowable Pre-implementation Activities

Ginter Park Elementary School

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. Parents will be involved in planning and monitoring of school improvement initiatives by participating on the School Improvement Team and providing support on how to improve academic performance. They will be informed bi-monthly of the progress on major school initiatives. Coffee and Teas will be held to share instructional information with the parents.
	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. The timeline is as follows: March 2014 development of the memorandum of understanding with CATC; March-April 2014 request school board approval; April 2014 organize with CTAC, Central Administration and school principal, all deliverables and expectations will be reviewed and discussed and benchmark times will be documented; April- June CTAC will conduct a comprehensive data review to determine root causes of low performance that will involve teachers,

		<p>staff, parents, students and community partners; June-July CTAC will analyze data and develop with school partners an action plan to address areas for improvement; June- July CTAC will provide support for summer school session; August 2014 – June 2015 CTAC will provide key support staff to address targets identified from needs assessment. A monthly report will be submitted to the school transformational team and the district school improvement manager.</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 Lead Turnaround Partner is the Community Training and Assistance Center (CTAC) and they were selected from the state approved vendor list. CTAC will provide resources and support for instructional reform that will address specific leadership, academic and parental involvement needs that will lead to higher performance levels for students and staff.</p>
	<p>b. The LEA has provided copies of the request for proposals (RFP), application guidelines for external providers, and criteria used to evaluate applications.</p>	<p>Provide information needed to satisfy this requirement in the space below. The criteria used to evaluate the application are documented in the proposal as well as guidelines for the external partner .</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. The timeline for selecting the LTP was January – April 2014 and included interviews, parent input and school board approval.</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 RPS Human Resources Department will coordinate the process for recruiting and hiring all staff and the LTP will provide input.
	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. Both formal and informal professional development opportunities are in place for principals and assistant principals monthly throughout the school year. Also bi-monthly academic leadership sessions are held to review data, identify problem areas and monitor implementation.
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. Ginter Park uses a tiered intervention model for intervention and remediation activities to support struggling students. Technology-based interventions include have Achieve 3000, iStation and TenMarks for reading and math.
	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. The instructional plan is devised to support tier intervention and enrichment activities that will enhance student achievement and success. Achievement data is reviewed and triangulated on a regular basis through bi-weekly assessments, quarterly benchmark data, report cards, and other assessments provided by the LEA for priority schools. Staff members will be provided additional planning time and compensation through assigned and monitored grade level meetings, additional staff meetings that address identified instructional gaps, and through vertical planning sessions. Compensation will be provided for staff after and before established school hours. This additional time will contributed to increased content knowledge for teachers and provide

		additional support for 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.	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. Summer Leadership Institutes are planned for the staff that will address Academic Review recommendations and critical areas of need as identified through SOL assessments and other triangulated data. Building administrators, the LEA and the School Leadership Team will work collaborative. to provide guidelines and plans for ongoing intensive professional development based on school data.
	b. The LEA has provided a timeline for professional development.	Provide information needed to satisfy this requirement in the space below. The LEA will provide school based professional development during Summer Institutes and on a monthly basis. Additionally, the LEA will provide PD on assigned School Calendar Days that will be specific to school’s needs. Additionally, staff will attend VDOE planned professional development sessions.
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. Interactive Achievement, Achieve 3000, I-Stations, GIZMO, ARDT, and Ten Mark are assessment and intervention tools used by the LEA to provide the basic foundation for intervention, individualized instruction, SOL aligned assessments with the essential rigor, and the triangulation of data. Moreover, simulated assessments will be created by the instructional staff and approved by the

		building level administrators to check for mastery of objectives and understanding of related subject matter.
	b. The LEA has provided a timeline for the development and piloting of the data system.	Provide information needed to satisfy this requirement in the space below. The LEA is currently utilizing the tools describes in 6A. Training has been provided and the tools are providing data to address strengths and weaknesses in the school’s instruction. A timeline has been established and data is closely monitored through the district and the Instructional Support Teams.
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. The LEA is in constant search for proven research based tools that will support and enhance academic success for students. The LEA and the Instructional Support staff meets regularly with vendors to discuss how additional products will support students learning and to determine if the products are or can be aligned with the Virginia Standards of Learning. Activities and programs are approved by the LEA and VDOE.
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 budget for pre- implementation includes funding to support intervention , remediation, training, and professional development.
	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. The narrative for pre- implementation activities provide the required details that aligns with the budget summary to support the intervention , remediation, training, and professional development activities planned for each school.
	c. The LEA pre-implementation budget includes only allowable activities.	Provide information needed to satisfy this requirement in the space below. The budget is aligned to support the school ‘s instructional, administrative and professional development needs.

	<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. Adequate funds have been allocated to address school needs identified in the application.</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. Funds have been aligned to address the school improvement plan indicators and tasks in Indistar as well as district goals and objectives.</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. The pre-implementation timeline has been documented in the grant application.</p>

Allowable Pre-implementation Activities

Oak Grove Elementary School

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.

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2. REVISED application components may provide all or part of the information for some of the components required in this section (cut and paste).

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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. Parents will be involved in planning and monitoring of school improvement initiatives by participating on the School Improvement Team and providing support on how to improve academic performance. They will be informed bi-monthly of the progress on major school initiatives. Parent and community meetings will be held to support the intervention process. Informal meetings will be held by principal to share instructional information with the parents at least quarterly.
	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. The timeline is as follows: March 2014 development of the memorandum of understanding with CATC; March-April 2014 request school board approval; April 2014 organize with CTAC, Central Administration and school principal, all deliverables and expectations will be reviewed and discussed and benchmark times will be documented; April- June

		<p>CTAC will conduct a comprehensive data review to determine root causes of low performance that will involve teachers, staff, parents, students and community partners; June-July CTAC will analyze data and develop with school partners an action plan to address areas for improvement; June- July CTAC will provide support for summer school session; August 2014 – June 2015 CTAC will provide key support staff to address targets identified from needs assessment. A monthly report will be submitted to the school transformational team and the district school improvement manager.</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 Lead Turnaround Partner is the Community Training and Assistance Center (CTAC) and they were selected from the state approved vendor list. CTAC will provide resources and support for instructional reform that will address specific leadership, academic and parental involvement needs that will lead to higher performance levels for students and staff</p>
	<p>b. The LEA has provided copies of the request for proposals (RFP), application guidelines for external providers, and criteria used to evaluate applications.</p>	<p>Provide information needed to satisfy this requirement in the space below. The LEA followed state RFP process in selecting the external partner from the state approved list. The evaluation criteria used are documented in the proposal as well as guidelines for the external partner.</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. The timeline for selecting the LTP started in January 2014 and ended in May 2014. It included interviews with potential partners, parent focus groups, community input and school board approval. The LTP will start in May.</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 RPS Human Resources Department will coordinate the process for recruiting and hiring all staff and the LTP will provide input.
	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. Both formal and informal professional development opportunities are in place for principals and assistant principals monthly throughout the school year. Also bi-monthly academic leadership sessions are held to review data, identify problem areas and monitor implementation.
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. Oak Grove Elementary provides instructional support through tiered intervention. This model is data driven to individualize intervention and remediation activities to support struggling students. Technology-based interventions include have Achieve 3000, iStation and TenMarks for reading and math.
	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. The instructional plan is designed to respond to tiered intervention strategies that will increase student achievement. Multiple data sources are used to identify student academic deficiencies, target the intervention and monitor the support provided. The technology intervention resources provided include Achieve 3000, iStation and TenMark. Achievement data is reviewed and triangulated on a regular basis through bi-weekly assessments, quarterly benchmark data, report cards, and other assessments provided by the LEA for priority schools. Staff members will be provided additional planning time and grade level meetings will be monitored to address identified instructional gaps and time will be provided for vertical planning.

<p>5. The LEA will provide professional development that will enable staff to effectively implement new or revised instructional programs that are aligned with the school’s comprehensive and instructional plan and intervention model.</p>	<p>a. The LEA has described the professional development it will require to enable staff to effectively implement new or revised instructional programs that are aligned with the school’s comprehensive and instructional plan and intervention model.</p>	<p>Provide information needed to satisfy this requirement in the space below. Summer Leadership Institutes are planned for the staff that will address Academic Review recommendations (July 9-10) and critical areas of need as identified through SOL assessments and other triangulated data. Building administrators, the LEA and the School Leadership Team will work collaboratively to provide guidelines and plans for ongoing intensive professional development based on school data. Curriculum teams will work on developing rigorous lesson plans that unpack the standards and identify helpful resources to use in the classroom.</p>
	<p>b. The LEA has provided a timeline for professional development.</p>	<p>Provide information needed to satisfy this requirement in the space below. The LEA will provide school- based professional development during Summer Institutes and on a monthly basis. Additionally, the LEA will provide PD on assigned School Calendar Days that will be specific to school’s needs. Additionally, staff will attend VDOE planned professional development sessions.</p>
<p>6. The LEA will develop and pilot a data system for use in schools implementing an intervention model; analyze data; or develop and adopt interim assessments for use in those schools.</p>	<p>a. The LEA has described how it plans to develop and pilot a data system for use in the schools implementing an intervention model; analyze data; or develop and adopt interim assessment for use in those schools.</p>	<p>Provide information needed to satisfy this requirement in the space below. Interactive Achievement, Achieve 3000, I-Stations, GIZMO, ARDT, and Ten Mark are assessment and intervention tools used by the LEA to provide the basic foundation for intervention, individualized instruction, SOL aligned assessments with the essential rigor, and the triangulation of data. Moreover, simulated assessments will be created by the instructional staff and approved by the building level administrators to check for mastery of objectives and understanding of related subject matter.</p>

	<p>b. The LEA has provided a timeline for the development and piloting of the data system.</p>	<p>Provide information needed to satisfy this requirement in the space below. The LEA is currently utilizing the tools describes in 6A. Training was conducted and these technology resources are providing data to address strengths and weaknesses in the school’s instruction. A timeline has been established and data is closely monitored through the district and the Instructional Support Teams.</p>
<p>7. The LEA will conduct other allowable pre-implementation activities.</p>	<p>a. The LEA has described its plan to conduct other allowable pre-implementation activities.</p>	<p>Provide information needed to satisfy this requirement in the space below. The LEA relies on the use of proven research based tools that will support and enhance academic success for students. The LEA and the Instructional Support staff meets regularly with vendors to discuss how additional products will support students learning and to determine if the products are or can be aligned with the Virginia Standards of Learning. Activities and programs are approved by the LEA and VDOE.</p>
<p>8. The LEA’s budget includes sufficient funds to conduct pre-implementation activities fully and effectively in addition to implementing an intervention model throughout the period of availability of funds.</p>	<p>a. The LEA has included a budget summary for pre-implementation activities in each school.</p>	<p>Provide information needed to satisfy this requirement in the space below. The budget for pre- implementation includes funding to support intervention, remediation, training, and professional development.</p>
	<p>b. The LEA has included the required narrative budget that describes the budget summary in detail.</p>	<p>Provide information needed to satisfy this requirement in the space below. The narrative for pre- implementation activities provide the required details that aligns with the budget summary to support the intervention , remediation, training, and professional development activities planned for each school.</p>
	<p>c. The LEA pre-implementation budget includes only allowable activities.</p>	<p>Provide information needed to satisfy this requirement in the space below. The budget is supports the school ‘s instructional, administrative and professional development needs as pre-approved by VDOE and the LEA as allowable.</p>

	<p>d. The LEA pre-implementation budget is sufficient to fund the activities described in the budget narrative.</p>	<p>Provide information needed to satisfy this requirement in the space below. Adequate funds have been allocated to address school needs identified in the application.</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. Funds have been aligned to address the school improvement plan indicators and tasks in Indistar as well as district goals and objectives.</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. The pre-implementation timeline has been documented in the grant application.</p>

Tab 2: School 1 Reflections and Planning and Required Elements

School 1 Name:	Blackwell Elementary School
<p>Reflections and Planning Use this tab to reflect on the past year’s improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school’s improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.</p>	
Question	Response
<p>Future Goals: 1. Please list 3- 5 goals for the upcoming school year:</p>	<p>1. By the end of the 2013 – 2014 school year, the school’s performance on the Reading SOL test will increase by 15% as compared to the 2012 – 2013 school results. 2. By June 2014 the students achievement scores will increase by 15% as demonstrated on the Math SOL test results. 3. By June 2014 the student achievement score will increase by 15% as demonstrated on the Science SOL test results. 4. As a result of implementing a school wide discipline, the number of student discipline referrals will be reduced by 25% as compared to the June 2013 results. 5. 10% of students taking the Math, Science, and Language Arts tests will score Advance Proficiency on the SOL tests.</p>
<p>School Climate: 1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? b. What were the most successful strategies used to change the school climate? c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	<p>1. a. J. H. Blackwell’s climate is evolving towards one that is more positive and academically focused. Faculty and staff have embraced academic challenges and placed school improvement as a priority issue. The school is viewed as being more conducive to learning. There is a concerted and focused emphasis on student achievement. B. The school implemented the Olweus Bullying Prevention Program. Implementing this program has led to increased awareness and knowledge of bullying, students being more willing to report bullying incidents, and an overall reduction in bullying allegations and episodes. Building and grounds maintenance has improved significantly, as the building is visually more appealing an The implementation of a school wide discipline plan has led to a reduction in referrals, increased time on task, and more student engagement. The Division’s rezoning resulted in reduction in school enrollment and smaller class size. C. Unsuccessful Strategies The use of Bear Bucks, the rewards for students, was not consistent.</p>

Tab 2: School 1 Reflections and Planning and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>Yes, the primary barriers to further improving the school environment are the neighborhood and community issues that overflow into the school building. These community issues are frequent and often , are very difficult to manage. (D3) The school held parent sessions to improve dialogue with the community at an Open House in August for new students and families to the school. A Title I night was held in September, a Chat and Chew and Literacy Night was held for parents in October and a Men in Action meeting was held in November. The PTA is in the process of being reconstituted as offices were elected in December. A Black History Program honoring the legacy of Professor, James H. Blackwell, who the school is named after is planned for February 27, 2014, and a parent school climate survey has been sent home for parents to complete and return by February 26, 2014. Professional Development on Positive Behavior Strategies for faculty and staff is being planned for the 2013 and 2014 SY.</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>1. a. The Leadership Team consists of the principal, assistant principals, content and grade level representatives, guidance, district representative/content specialist, Special Education and a Title I representative. The Literacy and Math coaches meet at least twice a month to discuss, review and analyze data to determine instructional focus and approaches.1A. Monthly Leadership Team meetings allow members to bring issues and ideas to the table for collaborative discussion. The meetings are scheduled 1-2 days after Grade Level meetings so that ideas/questions/comments/concerns from each grade level team can be brought forward and collaboratively discussed. These meetings occur 1-2 days before faculty meetings so that ideas can be tweaked and presented to the staff. This format gets ideas before the staff quickly, thus gaining faculty input and support early in the process. This reduces the turnaround time from idea conception to implementation. (Indicator: D1, D2, D3, D4) Input is also received from the School Management and Planning Team (SPMT)meetings. This group meets monthly and provides support for school operations.The SPMT includes faculty, parent and community representatives. 1b.Team members practice vertical planning and are also encouraged to discuss and work through the logistics of ideas with their grade level administrators before meetings. This allows for open and honest communication which can then be used to discuss whether or not the Leadership Team will implement ideas. Opinions are listened to, discussed, and respected. Teachers and administrators are therefore more willing to implement effective strategies and suggestions. Minutes of each meeting are recorded so teams can revisit issues for updates and progress. Grade level teams and specialists work together in developing strategies, professional development and monthly progress reports. Decisions are also shared at faculty and instructional meetings, weekly updates, PTA, Partnership meetings, and newsletters. At nine week reviews, each school administrator shares instructional decisions and plans with the IST leader. (D1, D2, D4)</p>

Tab 2: School 1 Reflections and Planning and Required Elements

<p>2. How are responsibilities divided amongst the team members?</p>	<p>Expectations are established at the beginning of the year. Responsibilities are then assigned by grade level, subject area, or job performance. Responsibilities are discussed for clarification and time is scheduled for follow-up, discussion and reporting. All aspects of the school were included: academic areas, Exceptional Education, discipline, attendance, community issues and concerns, professional development, school culture.</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 and practices are carefully monitored and tracked with the use of data. At each meeting, the strategy or practice is put on the agenda for an update. Although many strategies led to improvement, not all were successful. The less successful ideas were discussed and tweaked or discarded. The team brainstormed replacement ideas. Each team's strategies were collaboratively monitored and refined by the Grade Level Chair and the Title I Teachers. If a strategy is not working, modifications are made. If these strategies have a school-wide impact, their progress (or lack of) are reported in the Leadership Team meetings so that further ideas for improvement can be integrated into the solution. Strategies are monitored at two levels. Division Instructional Support Teams visit schools to monitor implementation of strategies and practices ,as well as, ensure fidelity to the process. The External Lead Partners and the Literacy and Math coaches provide feedback. The school base administrator monitors the process by conducting walk-throughs and formal observations and formative assessments. The School Leadership Team monitors the data bi-monthly to determine the effectiveness of the implementation of strategies used to raise student achievement. If the strategies are not working, the Instructional Support Team makes suggested revisions to the school administrators. The administration provides feedback to individual teachers based on student performance and classroom observations. Specialists and coaches are used to provide assistance to individual teachers. If found that the new strategies are more than an individual concern, professional development is provided. (Indicator: E5, E6, E7, G6, H7, H17, H21, I3, I7)</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>Students are identified for additional support in core content areas based on data from:</p> <ul style="list-style-type: none"> • PALS , Voyager Assessments •Algebra Readiness Diagnostic Tests, Ten Marks • Achieve 3000, i Station • SOL Assessments • Report Card Grades • Teacher Recommendations • Parent Recommendations • Benchmark scores • Bi-weekly scores • Teacher referral based on classroom performance • Formative and summative assessments <p>Triangulation of data is used to include the data indicated above. The data is reviewed by the instructional leadership team and the classroom teacher to determine which Tier intervention the students will receive. Students are also give additional support in Reading and math by meeting the accommodations outlined in their Individualized Education Plan (IEP).The triangulation of data includes Assessment data - reading, SOL scores, Benchmark Assessments, report card grades as well as level setting/Achieve 3000. In math the following data is used to determine student needs: Algebra Readiness, SOL scores, formative assessments and Benchmark assessments. Students are given additional support in Reading and math to support the accommodations outlined in their Individualized Education Plan (IEP). (Indicator: TA01)</p>
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Tab 2: School 1 Reflections and Planning and Required Elements

<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	<p>2A. Teachers differentiate learning for students through:</p> <ul style="list-style-type: none"> • Small Group Instruction , tiered intervention, remediation • Title I Instruction • Extended Learning Time • Homework • Documented in lesson plans • Modified instructional strategies and activities • Small group instruction with tutors <p>(Indicator: K5, K4, K6, K7)</p> <p>2B. Additionally, teachers, through formative assessment, determine students' needs, plan instruction to meet those needs and provide the small group instruction and collaborative learning that addresses those needs. 2B. Formative assessments are used to:</p> <ul style="list-style-type: none"> • To monitor student progress • To measure teacher effectiveness and determine teacher placement <p>Content teachers work together to develop common assessments and review them for rigor and fidelity. These common assessments are used to determine student's strengths and needs. Base on this data, instructional decisions are made by the classroom teacher, the school Leadership Team and the school administrator. The formative assessments are used by the Central Support Team in making instructional decisions along with recommendations to the school administrator. District benchmark assessments are given each nine weeks in order to determine strengths and weaknesses of students and programs. A detail analysis of the data is done and reviewed with teachers to support individualized instruction to meet student needs. Teachers, through formative assessment, determine students' needs, plan instruction to meet those needs and provide the small group instruction and collaborative leaning that address those needs. (Indicator: K5,, K9) B. Formative assessments-Content teachers work together to develop common assessments and review them for rigor and fidelity. These common assessments are used to determine students strengths and needs. Base on this data, instructional decisions are made by the classroom teacher, the school Leadership Team and the school administrator. The formative assessments are used by the Central Support Team in making instructional decisions along with recommendations to the school administrator. District benchmark assessments are given each nine weeks in order to determine strengths and weaknesses of students and programs. A detail analysis of the data is done and reviewed with teachers to support individualized instruction to meet student needs. (Indicator: K7,K5,G3)</p>
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Tab 2: School 1 Reflections and Planning and Required Elements

<p>3. How does student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p>	<p>All teachers received training on the new teacher evaluation system. A team of teachers and leadership staff wrote the teacher evaluation manual. All principals were trained on how to work with their teachers in developing goal setting standards. The standards were reviewed with the teacher and school base administrator and were refined as needed. Teachers were more focused on student data, student achievement, and the progress of all students in their classrooms. Teacher progress toward meeting their goal will be monitored and technical assistance provided. (Indicator H1, H2,H3, H7)</p>
<p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>The community partners support J. H. Blackwell by developing programs that are designed to strategically meet the needs of the students, staff and administration. The supporting programs are developed and maintained by focusing on most pressing challenges directly from the school's needs assessment.</p> <ul style="list-style-type: none"> • Third Grade students receive direct support through the Blue Sky Fund whose mission is to provide transformational experiences for urban youth through outdoor education. • The faith partners through the Micah Initiative provide one-to-one and small group tutoring in grades 1-5 for Math and Reading. • Big Brothers Big Sisters provide students with one-to-one mentor that provide students with much needed social support. • Dominion Power provides one to one mentoring for all Fourth Grade students. D3, J3 <p>(Indicator: D3,D1,)</p>

Tab 2: School 1 Reflections and Planning and Required Elements

<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	<p>The Community Training and Assistance Center (CTAC) has been selected as the Lead Turnaround Partner (LTP) for our school. We anticipate that they will start immediately following approval by the school board in March. CTAC will partner with our administration, teachers, parents, students and with our business and community members to improve school climate, student achievement and parent engagement. CTAC has a proven track record working with urban low performing schools and provide the following services:</p> <ul style="list-style-type: none"> • Research-based professional development strategies that will provide an immediate and dramatic turnaround in student achievement. • Ongoing reporting monitoring and coaching of administrative and instructional staff to increase rigor and ensure high quality instructional practices. • Assist school, division and community determine critical needs and develop strategies that address major areas that may include but are not limited to student achievement, parental involvement, student attendance, and student discipline. • Work with school and division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement. • Assist school and division to develop and engage teachers and instructional leaders in professional development aligned to programmatic goals. • Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community. • Develop constructive relationships with existing school personnel. • Work with school and community to develop a school calendar that focuses on student and program needs, for example, year-round schools or extending the length of the school day. • Assist school and division to develop and implement an evidence-based discipline program such as Olweus that minimizes time out of school and/or class. • Assist school and division to develop a process to review instructional resources, curriculum, programs and practices that are no longer productive and a process to eliminate or replace them. <p>E1, E5</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>Parents are increasing their communication with the school and are taking an interest in the progress being made by the students, teacher and administration. The parents of the students participating in a community based program offers input by completing an annual needs assessment developed by Communities In Schools. At the end of the school year, the data will be collected and used for the next year's program development. The Lead Turnaround Partner was selected due to their strong track record in engaging parents and communities in the school improvement process. Parents will be involved in planning and monitoring of school improvement initiatives by participating on the School Improvement Team and providing support on how to improve academic performance. They will be informed bi-monthly of the progress on major school initiatives. Coffee and Teas will be held to share instructional information with the parents. (Indicators: J3, D1, D3)</p>

Tab 2: School 1 Reflections and Planning and Required Elements

<p>STAFFING & RELATIONSHIPS</p> <p>1. What process is used to assign teachers to positions, classes and grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	<p>All teachers within our division are assigned to classes within their area of licensure or otherwise demonstrated area of expertise. Principals, in conjunction with a member from the HR department and the internal and external partners, carefully examine the backgrounds, evaluation findings, and track records of each member of the staff and thoughtfully and collaboratively construct the school schedule to match teachers with the classes or course sections in which they (and their students) are most likely to be successful. Adjustments and corrections may need to be made; however, these are usually minimized since initial teacher assignments are conducted strategically. (Indicators :H1,C-8)</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>Accountability for student learning and research confirming the strong impact teachers can have on student achievement has been on the forefront of our school's in improvement. Two years ago, we moved toward a decidedly performance-based focus on teacher quality. As a result, teachers are rated on seven quality standards (Teacher Evaluation System) that measure professional practice and student learning throughout the year. Six of the standards measure professional practices such as: content knowledge, lesson plans, instructional delivery, classroom environment, and professionalism. The seventh quality standards, student growth, is based on multiple measures of student growth or student learning over time, not a single assessment.</p> <p>The school administrator sets goals with the teacher. Progress is monitored on a monthly basis and support or additional assistance is provided as needed.</p> <p>Teacher evaluation ratings are based to a significant extent on objective student data (not limited to standardized test scores), including student growth or value-added data and data from sources such as formative assessments, progress in the curriculum and random sampling of student work, as well as classroom observations focused on a set of observable standards that gauge student learning.</p> <p>To the extent possible, we use trained third-party evaluators, such as our instructional specialists or internal and/or external partners to enhance and supplement the quality of feedback and support.</p> <p>A mid-year review of the teacher's goal and progress is completed and if necessary, additional assistance is provided by the school,s leadership team and the Central Office instructional team. (Indicator: H1, H2, H3)</p>

Tab 2: School 1 Reflections and Planning and Required Elements

<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.</p> <p>b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	<p>Successful teachers are identified by their work as denoted by classroom visits, the seven teacher performance standards, student assessment data and conferences with the teachers. Faculty and staff luncheons, faculty and staff outings, public acknowledgements/accolades expressed verbally in meetings and framed certificates each semester displayed at the school for public viewing comprise the reward system. The implementation of various incentive programs based on student and teacher progress are also used. Teachers in need of support are identified based upon classroom data, the seven teacher performance standards, student assessment data and teacher conferences. Formative assessments and strategy implementations are also used to evaluate the success or lack of success of a teacher. Noting the strategies as well as how and when a teacher implements them is helpful in identifying teacher weaknesses and targeting the type of professional development that is needed to assist him/her. 3B. The approach to planning teacher professional development /goals for the 2013-2014 school year will be driven by the individual needs of teachers, efforts to change teacher behaviors, and to improve the quality of instruction to increase student performance. (Indicator: H14, H10, H12, H15)</p> <p>Data gathered from teacher evaluations and classroom observations will be analyzed to pinpoint the individual needs of teachers. This tailored approach of developing professional development goals will include an opportunity for teachers to self-reflect on their development and identify areas for more improvement. Professional development modules will address best teaching practices to impact student diversity in learning, creating rigorous and engaging lessons designed for mastery of all relevant standards of learning. Differentiated professional development and coaching will continue to be a part of the recipe to maintain a high performance school culture. (Indicator: H17, H21, 13)</p>
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Tab 2: School 1 Reflections and Planning and Required Elements

<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>Persons in administrative positions are evaluated annually. Specifically, principals at the priority schools are evaluated by the Executive Director of Elementary Education using the new evaluation document. The evaluation document is narrative, comprehensive and judgment-based, meaning, it requires professional judgment on the part of the evaluator.</p> <p>The evaluator, trained with professional knowledge (formal study) and skills (practical experience), is responsible for assessing the performance of the principal against outcomes specified by the state, school division, and site. Indicator C1. The evaluation is a two-fold process that involves both formative and summative evaluations. Formative evaluation includes on-going communication with feedback and assistance between the evaluator and the evaluatee. More specifically, formative evaluation is continuous and cyclical. It focuses on improving the overall educational program. This process culminates with summative evaluation which serves as an end, an annual judgment of the administrative performance. It focuses on improvement of individual performance.</p> <p>The entire process represents a collaborative effort in which the evaluator and the evaluatee design the focus of the evaluation, gather supportive data and draw conclusions based on the given data. The evaluation procedure is both formal and informal. The formal procedure includes the following three steps: the initial conference, the interim review, and the annual evaluation.</p> <p>The Director does goal setting with the principal and completes a formal observation process through an internal monthly accountability procedure-Instructional Support Team. Through the Instructional Support Team, the principal demonstrates instructional leadership capabilities. (Indicator: H1)</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>Cohort IV is not a continuing application.</p>

Tab 2: School 1 Reflections and Planning and Required Elements

<p>DECISION-MAKING PROCESS & AUTONOMY</p> <p>1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p>	<p>There is a collaborative process for matters relating to the school improvement effort, which includes stakeholders from the district and school level as well as the internal and external partners. The administrator has established a School Leadership Team that participates in all decisions related to school improvement efforts, the school vision, and the Indistar Plan. The team is comprised of the principal, assistant principals, content and grade level representatives, guidance counselors, district representative/content specialist, Exceptional Education, Title I representative, and literacy and math coaches. The indicator drives the work of the School Leadership Team and tasks outlined in the Indistar plan. Twice a month, the team meets to discuss progress towards completing tasks in the plan. School Improvement requires buy-in by all parties supported by an understanding that all team members are valued and expected to make a contribution in the change process. The LTP and the district will establish norms that serve as a systemic approach to gathering data, meeting with administration, observing classroom instruction, and giving timely structured feedback to teachers. The LTP and district will meet regularly to discuss plans, establish next steps and recommendations for school administration and staff. The approach by the LTP and district when working with schools will involve assisting with identifying strengths as well as areas for refinement. This approach will allow each administrator to feel included in the process and valued as the school leader. (Indicators: D1, F2, G5)</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>Existing barriers include teacher turnover, division discipline policies and certain Human Resource policies. There is a need for additional technology to allow more accommodation to address Tiered Intervention Programs. The Chief Academic Officer and the Federal Program Director are working together to order needed technology. A Human Resource committee has been formed by the school board to review and reform Human Resource policies. (Indicator: D7, E7) (Indicator: D7, E7)</p>

Tab 2: School 1 Reflections and Planning and Required Elements

<p>PHASE OUT PLANNING</p> <p>1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p>	<p>1A. Support staff from the district level, in consultation with the School Improvement Manager, School Improvement Specialist, External Lead Partners and the school’s leadership team, will meet to determine the services that should be maintained and/or eliminated. Multiple data sources will be utilized to help make those decisions. We also should continue to receive access to content related academic resources. The principal’s leadership team, central administration, and the Partners should be involved in this process. (H13)</p> <p>1B. In preparation for the phase out of funds, supports and services, the Leadership Team, led by the school principal will review the effectiveness of support services rendered. The team will review performance of staff and impact on student achievement to determine programs to sustain or phase out. Instructional resources and materials will be evaluated to determine the need for continued implementation and cost effectiveness. Transition/ Exit conferences with community/school based partnerships will be held to discuss the level of services that will continue. The LEA will provide support for programs and materials that had a positive impact on student achievement by seeking additional grant funds and leveraging existing resources. (H13, D3, D4)</p>
<p>2. What supports from the state would be the most helpful?</p>	<p>Additional funding for literacy and math coaches would be helpful. Based on analysis of data, the LEA and school will determine the specific level of technical and financial assistance needed from the state. Schools in improvement will benefit from state support that offers professional development webinars, extended learning experiences, and professional growth conferences for teachers to ultimately increase student learning. Next year, educational forums facilitated by the state that focus on the features of outstanding schools would be beneficial in discussing best school practices. The continuation of state support that offers opportunities for teacher development will serve as valued intervention.</p>
<p>Required Elements</p> <p>Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p>Required element</p>	<p>Response</p>
<p>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>

Tab 2: School 1 Reflections and Planning and Required Elements

<p>2. Student achievement data for the past two years (2011-2012 and 2012-2013) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>
<p>3. Total number of minutes in the 2012-2013 school year that all students were required to attend (broken down by daily, before-school, after-school, Saturday school and summer school) and any additional increased learning time planned for 2013-2014</p> <p>*This information will be shared with USED.</p>	<p>All students are required to attend school for 180 days or 64800 minutes. (Indicator: J1, J3, J4, J6). (Indicator: J1, J3, J4, J6). An additional ten minutes or 1,800 minutes will be added to the school day year. This will occur in the 2013-14 school year by saving unproductive time and adding the time saved to target instruction. During the school year an additional 36 hours are provided for Saturday School and 42 hours are provided for additional support after school. (Indicator: J1, J3, J4, J6).</p>

Tab 2: School 1 Reflections and Planning and Required Elements

<p>4. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged</p>	<p style="text-align: center;"> Total Students: Total Students: 684 Male: Male: 353 Female: Female: 331 Asian: Asian: 0 Black: Black: 602 Hispanic: Hispanic: 79 White: White: 3 Students with disabilities: Students with disabilities: 53 Limited English proficient: Limited English proficient: Migrant: Migrant: Homeless: Homeless: 14 Economically disadvantaged: Economically disadvantaged: 609 </p>
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Tab 2: School 1 Reflections and Planning and Required Elements

<p>5. Analysis of student achievement data with identified areas that need improvement based on 2011-2012 and 2012-2013. (Include preliminary data for 2013-14 if this is a continuation application.)</p> <p><u>Example:</u> Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70). (*Identified areas needing improvement should align with goal setting and action steps throughout the application.)</p> <p><u>Nonexample:</u> Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</p>	<p>Area 1: Annual Reading (Grade 3= (2011- 64.93%) - (2012- 59.42%) – (2013- 35.89%) (Grade 4= (2011-78.37%) - (2012- 65.71%)-(2013-38.80%) (Grade 5= (2011-84.12%)-(2012-77.33%)-(2013-29.26%) scores demonstrate a decrease in percent passing averages between the school years of 2011- 2013 in grades three through five. The percentage of students passing writing over a three-year span has increased from a score of (2011-64.06%)-to (2012-71.62%) but decrease in 2013 resulting in a score of (2013-39.13%). Based on the data presented, the school is in need of improvement in the area of reading.</p> <p>Area 2: Annual Mathematics scores demonstrate (Grade 3= (2011-72.50%)-(2012-38.96%)-(2013-37.17%)(Grade 4=(2011-81.70%)-(2012-44.44%)-(2013-62.68%)(Grade 5= 2011-82.53%)-(2012-37.50%)-(2013-33.33%) a decrease in percent passing averages in Grades Three and Five. Although Grade Four experienced a decrease in passing percentage from 2011 to2012, the Fourth Grade percentage passing average increased from 2012 to 2013. Based on data presented, the school is in need of improvement in the area of mathematics.</p> <p>Area3: Annual Science scores demonstrate (Grade 3= (2011- 73.41%) - (2012- 62.66%) - (2013-69.73%) (Grade 5= 2011- 60.93%)-(2012-43.03%)- (2013-32.89%) a steady decrease in passing percentages in Grade Five from the 2011 to the 2013 school year. Grade 3 percent of passing averages indicate a decrease in percent passing averages between the 2011 and 2012 school years while there was an increase of passing percentages between the 2012 and 2013 school year in Grade Five.</p>
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Tab 2: School 1 Reflections and Planning and Required Elements

<p>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p>	<p>Information about the physical plant of the school facility to include:</p> <ol style="list-style-type: none"> 1. Date Building was built: 1999 2. Number of classrooms: 35 3. Description of Library Media Center: The Media Center has a collection of over 9,189 books including fiction, nonfiction, periodicals, and reference materials. It also has seven computers for student use and a reference section. 4. Description of Cafeteria: The Cafeteria seats approximately 350. The Kitchen is located in the back of the Cafeteria. There is an office for the manager. There are two serving lines. 5. Description of Gymnasium: The physical education area consists of the gym that seats about 500, a storage closet for physical education instructional materials and sports equipment. The gym doubles as a recreation center in the evening and on weekends.
<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p>7. Information about the types of technology that are available to students and instructional staff One hundred percent of all teachers have a desktop computer and a Promethean Board with an LCD projection in their classrooms. The following are available for students and staff to use:</p> <p>8 Multiple laptop cars with 30 laptops each 1 Computer lab with 25 computers Document Cameras 13 Desktops Computers 153</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	57	100%
Teachers (not highly qualified)	none	0
Set 2 Category	Number of Teachers	Percentage of All Teachers

Tab 2: School 1 Reflections and Planning and Required Elements

Teachers with less than 3 years in grade/subject	14	25%
Number of teachers with a provisional license	9	16%

Tab 2: School 1 Reflections and Planning and Required Elements

9. a. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below)	0	5
	1	4
	2	5
	3	5
	4	3
	5	5
	6	2
Sample:	7	5
Yrs #Instructional Staff	8	2
0 1	9	10
1 6	11	1
2 4...	15	2
	17	1
	21	1
b. Total number of days teachers worked divided by the number of teaching days (2012-2013).	22	1
	27	2
	29	1
	32	1
	33	1
	37	1
	43	1
	b. 93.75	
Required Elements		
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.		
Required element	Response	

Tab 2: School 1 Reflections and Planning and Required Elements

<p>1. a. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively. b. Provide a timeline.</p>	<p>The district will ensure implementation of the LTP's intervention model and external facilitators by meeting monthly with the school's transformational team, LTP and district's school improvement manager. Data that will be reviewed which will include enrollment, discipline, attendance, student achievement, tiered interventions, teacher recruitment activities, teacher evaluations and/or observations, core curriculum taught, minutes for extended learning, parent development activities and budget as appropriate. The timeline is as follows: March 2014 development of the memorandum of understanding with CATC; March-April 2014 request school board approval; April 2014 organize with CTAC, Central Administration and school principal, all deliverables and expectations will be reviewed and discussed and benchmark times will be documented; April- June CTAC will conduct a comprehensive data review to determine root causes of low performance that will involve teachers, staff, parents, students and community partners; June-July CTAC will analyze data and develop with school partners an action plan to address areas for improvement; June- July CTAC will provide support for summer school session; August 2014 – June 2015 CTAC will provide key support staff to address targets identified from needs assessment. A monthly report will be submitted to the school transformational team and the district school improvement manager. (Indicators: E1-E8)</p>
<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>The district followed the process outlined by VDOE to select our Lead Turnaround Partner. A rubric was developed to evaluate the LTPs. Seven Lead Turnaround Partners were interviewed and based on results of the rubric, the top three were interviewed again by a parent and community partner group. This group's top LTP was Community Training and Assistance Center (CTAC) which also was the highest ranking LTP from round one of the interview process. The final selection of CTAC was presented to the Superintendent and the school board in March 2014. (Indicator E1, E3, E5, E6)</p>
<p>3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.</p>	<p>The division's annual goal for student achievement on the state's assessments in reading and mathematics is to meet and/or exceed the states' benchmark of 75% rate for reading and 70% pass rate for mathematics. Also, to ensure that tiered instructional support is provided, the district and the school will administer on-going common formative assessments. Assessment data identify students in need of Tier 2 and 3 interventions. Division's Instructional Support Team (formerly Charting the Course) members will conduct bi-weekly and monthly school visits to monitor rigor, differentiated instruction, curriculum alignment, and full implementation of the transformational strategies/initiatives. (Indicator: B3) The Division goal for students meeting the Federal AMO in Reading is 66% all students, 52 for Gap 1, 49 for Gap 2 and 52 for students with disabilities. Math AMO's are 64 for all students, 52 for Gap1 and II, 56 for Gap III and 41 for students with Disabilities.</p>

Tab 2: School 1 Reflections and Planning and Required Elements

<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>The district leadership team will support Blackwell Elementary School in the following ways: monitor LTP staff and interventions; participate in the school's transformational team meetings; continue to research instructional best practices; develop and provide leadership and instructional development. The Instructional Support Team (IST) will visit the school bi-monthly to monitor and offer instructional feedback at the classroom level. Community stakeholders and parents will be notified of this transformational process through monthly school newsletters, quarterly community forums, district PTA meetings, district website and social media. In addition, an Office of School Improvement will be developed and implemented, starting 2014-2015 school year. Personnel will consist of a Director and a manager that will specifically work with all priority schools. The LEA will hold quarterly meetings with the school leadership team to inform parents of the school's implementation efforts and report student growth data. A survey will be conducted with parents and the community. The IST will provide intense weekly support and a member of the IST will sit on the school's transformational team. There will be quarterly meetings with all stakeholders (including parents) to consider any course correction and/or needed interventions.(Indicator: B4)</p>
<p>Required Elements Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</p>	
<p>1. Steps taken to secure the continued support of the local school board for the reform model chosen</p>	
<p>2. Steps taken to secure the support of the parents for the reform model selected</p>	
<p>3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)</p>	

Tab 2: School 1 Reflections and Planning and Required Elements

<p>4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model</p>	
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Tab 3: School 2 Reflections and Planning and Required Elements

School 2 Name:	Ginter Park Elementary School
<p>Reflections and Planning Use this tab to reflect on the past year’s improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school’s improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.</p>	
Question	Response
<p>Future Goals: 1. Please list 3- 5 goals for the upcoming school year:</p>	<ol style="list-style-type: none"> 1. By June 2014, third, fourth and fifth grade students will reflect an overall increase in reading a SOL scores by at least twenty percent. 2. By June 2014, the third, fourth and fifth grade students will increase the SOL mathematics scores by twenty percentage points. 3. By June 2014, the attendance rate will reach 95%. 4. By June 2014, the SOL science scores will reflect an overall increase of fifteen percentage points. 5. By June 2014, the disciplinary referral rate will decrease by 10%.
<p>School Climate: 1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? b. What were the most successful strategies used to change the school climate? c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	<p>1A. Ginter Park’s school climate is ever evolving. Two and a half years ago, the School Planning and Management Team reached a consensus to follow the practices as outlined in The Leader in Me by Stephen Covey. Faculty members and parents were provided with copies of the book, “The Leader in Me” during the 2011 – 2012 school year. A representative from this organization met with stakeholders at the school level. Action items relative to implementation were addressed frequently and included relationship building among staff, students and parents, focus on positive communication, as well as printing posters for display throughout the building. The next step in the process is in development. Training dates are contingent upon budget allowances needed for training of staff, students and parents. Implementing the Eight Habits of Successful People as the guiding principles in this cultural change has served as a positive reflection of the engagements between students, staff, parents and community partners. Additionally, while working through the transformation model, stakeholders are made more aware of the critical elements impacting student achievement, inclusive of the role parents are to play in this process. New to their position, the PTA board has made a valiant effort to both support and convey the importance of parental involvement. 1B. The most successful strategies used to change the school climate has been consistency. Teachers are encouraged to find creative ways to communicate student progress with parents. A PTA board member participates in making effective school-wide decisions and there has been an increase in consistent messaging of academic and behavioral expectations for students. Other external partners are invited to both participate and facilitate activities with the goal of preparing students for college or career readiness. Adjustments have been made to in-take. Staff members assigned to monitorial duty in the morning work to move students through the breakfast lines in the morning at a rapid pace in an effort to get students in the classrooms in a timely manner. Ninety-five percent of students are in their classrooms from the cafeteria by 8:15 a.m. to begin instruction. Future considerations are being made to institute the Breakfast in the Classrooms program. 1C. There are no unsuccessful strategies to note.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>Yes, the primary barriers to further improving the school environment are the neighborhood and community issues that overflow into the school building. These community issues are frequent and often times, very difficult to manage. (D3)</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>The Leadership Team consisting of the principal, assistant principal, content and grade level representatives, parent liaison, district representative/content specialist, Special Education and Title I representative, Literacy and Math coaches meet at least twice a month to discuss, review and analyze data to determine instructional focus and approaches. 1a. Frequently planned Leadership Team meetings allow for members to bring issues and ideas to the table for collaborative discussion. The meetings are scheduled 1-2 times a month and are aligned with Grade Level meetings so that ideas/questions/comments/concerns from each grade level team can be brought forward and collaboratively discussed, as well as build capacity and consistency. These meetings occur 1-2 days before faculty meetings so that ideas can be fine-tuned and presented to the staff. This format gets ideas before the staff rather quickly thus gaining faculty input and support early in the process- this allows a possible turnaround time of 4 days from idea conception to implementation. Input is also received from the SPMT meetings. This group meets monthly and provides support for the school operations. The team includes faculty, parent and community representation. (Indicator: D1, D2, D3, D4)</p> <p>1b. Team members practice vertical planning and are also encouraged to discuss and work through the logistics of ideas with their grade level chairpersons before meetings. This allows for open and honest communication which can then be used to discuss whether or not the Leadership Team will implement ideas. Opinions are listened to, discussed, and respected. Teachers and administrators are most willing to implement effective strategies and suggestions. Minutes of each meeting are recorded so the team can revisit issues for updates and progress. Grade level teams and specialists work together in developing strategies, professional development and monthly progress reports. (K6, K8)</p> <p>Decisions are also shared at faculty and instructional meetings, weekly updates, PTA and Partnership meetings, and newsletters. At nine week reviews, each school administrator shares their instructional decisions and plans with their division contact who in turn provides that information to the School Board. (D1, D2, D3, D4)</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>2. How are responsibilities divided amongst the team members?</p>	<p>Expectations are established at the beginning of the year. Responsibilities are then assigned by grade level, subject area, or job performance. Responsibilities are discussed for clarification and time is scheduled for follow-up, discussion and reporting. All aspects of the school were included: academic areas, special education, discipline, attendance, community issues and concerns, professional development, school culture, etc.</p> <p>Responsible parties either had the resources to follow through or were given the resources needed, especially with materials, technology, professional development and tutors.</p> <p>Team members first and foremost split responsibilities based on their capability sets. The Department Chairs, Assistant Principals, and Central Office Instructional Specialists all have a good understanding of where their strengths and weaknesses lie with regards to being able to take an idea from concept to implementation. When these divisions are not clear, the Principal and Assistant Principals immediately query the involved parties for possible decisions, and then follow through on that query by determining the optimal path of human capital resource distribution. With regards to limitations on resources, the highest need in the building continues to be a need for highly capable Human Capital.</p> <p>Deliverables are determined based on leadership skill, content area expertise as well as assigned Indicator tasks from Indistar. Responsibilities are also assigned by school administrators based on the interest and expertise of the team members.(Indicator: D1,G5, K1)</p>
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Tab 3: School 2 Reflections and Planning and Required Elements

<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 and practices are carefully monitored and tracked with the use of data. At each meeting, the strategy or practice was put on the agenda for an update. Although many strategies led to improvement, not all were successful. The less successful ideas were discussed and tweaked or discarded. The team brainstormed replacement ideas.</p> <p>Each team's strategies are collaboratively monitored and refined by the Grade Level Chair and the Title I Teacher. If a strategy is not working, modifications are made. If these strategies have a school-wide impact, their progress (or lack of) are reported in the Leadership Team meetings so that further ideas for improvement can be integrated into the solution. Strategies are monitored at two levels. Division-Instructional Support Team, where the central offices support team visits the schools to monitor implementation of strategies and research-based practices as well as ensure fidelity to the process. The External Lead partners and the Literacy and Math Coaches provide feedback. The school based administrator monitors the process by conducting walk-throughs, conducting formal observations and disaggregating formative assessments. The school Leadership Team monitors the data bi-monthly to determine the effectiveness of the implementation of strategies used to raise student achievement. If the strategies do not seem to be working, the "Instructional Support Team" personnel make suggested revisions to the school administrators. Supported by the LEA, the Leadership Team's recommendations are considered when any revisions relative to instruction are made and are proactively ready to deal with problems and drop strategies that do not work. The administration provides feedback to individual teachers based on student performance and classroom observations. Specialists and coaches are used to provide assistance to individual teachers. If found that the new strategies are more than an individual concern, professional development is provided. (Indicator: E6, E7, G6, H7, H17, H21, I3, I7)</p>
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Tab 3: School 2 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>Students are identified for additional support in core content areas based on data from:</p> <ul style="list-style-type: none"> • PALs, Voyager Assessments • Algebra Readiness Diagnostic Tests (ARDT), Ten Marks • Achieve 3000, i Station • SOL Assessments • Report Card Grades • Teacher Recommendations • Parent Recommendations • Benchmark scores • Bi-weekly scores • Teacher referral based on classroom performance • Formative and summative assessments <p>Triangulation of data is used to include the data indicated above. The data is reviewed by the Leadership Team and the classroom teacher to determine which tiered, differentiated intervention the students will receive. Teachers use a tracking system to manage specific SOL objectives to be revisited and an action plan is developed based upon the needs of students. Additional support in Reading and Math is also determined by the accommodations as outlined in their Individualized Education Plan (IEP). Triangulation of data is used to include Assessment data - reading, SOL scores, benchmark assessments, report card grades as well as level setting/Achieve 3000/iStation. In math, Algebra Readiness, SOL scores, formative assessments embedded with technology enhanced items (TEI), and benchmark assessments are used to determine additional supports. (TA01, TA02, TA03)</p>
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Tab 3: School 2 Reflections and Planning and Required Elements

<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 through:</p> <ul style="list-style-type: none"> • Small Group Instruction , tiered intervention, remediation • Title I Instruction • Extended Learning Time • Homework • Documented in lesson plans • Modified instructional strategies and activities • Small group instruction with tutors <p>(Indicator: K5, K4, K6, K7)</p> <p>2B. Additionally, teachers, through formative assessment, determine students' needs, plan instruction to meet those needs and provide the small group instruction and collaborative learning that addresses those needs. 2B. Formative assessments are used to:</p> <ul style="list-style-type: none"> • To monitor student progress • To measure teacher effectiveness and determine teacher placement <p>Content teachers work together to develop common assessments and review them for rigor and fidelity. These common assessments are used to determine student's strengths and needs. Base on this data, instructional decisions are made by the classroom teacher, the school Leadership Team and the school administrator. The formative assessments are used by the Central Support Team in making instructional decisions along with recommendations to the school administrator. District benchmark assessments are given each nine weeks in order to determine strengths and weaknesses of students and programs. A detail analysis of the data is done and reviewed with teachers to support individualized instruction to meet student needs. Teachers, through formative assessment, determine students' needs, plan instruction to meet those needs and provide the small group instruction and collaborative leaning that address those needs. (Indicator: K5,, K9) B. Formative assessments-Content teachers work together to develop common assessments and review them for rigor and fidelity. These common assessments are used to determine students strengths and needs. Base on this data, instructional decisions are made by the classroom teacher, the school Leadership Team and the school administrator. The formative assessments are used by the Central Support Team in making instructional decisions along with recommendations to the school administrator. District benchmark assessments are given each nine weeks in order to determine strengths and weaknesses of students and programs. A detail analysis of the data is done and reviewed with teachers to support individualized instruction to meet student needs. (Indicator: K7,K5,G3)</p>
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Tab 3: School 2 Reflections and Planning and Required Elements

<p>3. How does student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p>	<p>A triangulated approach to student outcome data is directly attached to Standard 7 of the Teacher Evaluation System. The goal of this standard is to aid teachers in the process of reflection, strategic planning and implementation in order to provide students with effective and efficient lessons. Teachers have a heightened sense of focus relative to student data, student achievement, and the progress of all students in their classrooms. Teacher progress toward meeting their goal is monitored and technical assistance provided. (H1, H2,H3, H7)</p>
<p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>1. The community partners support the school by developing programs that are designed to strategically meet the needs of the students, staff and administration. The supporting programs are developed and maintained by focusing on the most pressing challenges taken directly from the school's needs assessment. New this year, Ginter Park has embraced the Watch Dog program, inviting male figures to assume various roles within the building in an effort to support one major goal of promoting a safe and nurturing environment for students. In coming weeks, we hope to earn the Ben Carson grant, an opportunity which cultivates literacy through volunteerism. Additionally, through the school's belief in nourishing a child's mind, body and soul, a partnership has been established through Sports Backers to support a healthy life style through diet and exercise.</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>2. Ginter Park Elementary has selected the Community Training and Assistance Center (CTAC) as its external provider. In March 2014, the new LTP provider will be meet with the district and school leadership to learn more about the status of the priority schools. This will include data about the school's strength and needs, successes, challenges, community and parental partnerships. Alignment of data to resources, assessments, instructional supports and school climate is critical to our school's success. This area must be addressed first to support academic improvement. Instructional coaches will be employed in the areas of math and reading. The services of a Behavioral Interventionist was included in the improvement plan to assist in increasing school attendance, decreasing suspensions with the goal of improving academic performance by enhancing and nurturing positive behavior. C 2014.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<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>Parents are increasing their communication with the school and are taking an interest in the progress being made by the students, teacher and administration. The parents of the students participating in a community based program offers input by completing an annual needs assessment developed by Communities In Schools. At the end of the school year, the data will be collected and used for the next year’s program development. The Lead Turnaround Partner was selected due to their strong track record in engaging parents and communities in the school improvement process. Parents will be involved in planning and monitoring of school improvement initiatives by participating on the School Improvement Team and providing support on how to improve academic performance. They will be informed bi-monthly of the progress on major school initiatives. Coffee and Teas will be held to share instructional information with the parents. (Indicators: J3, D1, D3) (J3, D1, D3)</p>
<p>STAFFING & RELATIONSHIPS 1. What process is used to assign teachers to positions, classes and grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	<p>All teachers within our division are assigned to classes within their area of licensure or otherwise demonstrated area of expertise. Principals, in conjunction with a member from the HR department and the internal and external partners, carefully examine the backgrounds, evaluation findings, and track records of each member of the staff and thoughtfully and collaboratively construct the school schedule to match teachers with the classes or course sections in which they (and their students) are most likely to be successful. Adjustments and corrections are made according to student performance, and professional development is provided to strengthen teacher skill-sets as aligned with the needs of the students. (H1,C8)</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>Accountability for student learning, strategic planning efforts and the impact teachers have on student achievement has been in the forefront of the Ginter Park Elementary School community. The newly implemented teacher evaluation system has served as a framework for teachers, causing them to be more reflective in teaching and learning. A mid-year review of the teacher’s goal and progress is completed and if necessary additional assistance is provided by school based and the central office Instructional Support Team. (H1, H2, H3) At the start of each academic year and as driven by data, the school administrator goal sets with the teacher. An established measure for monitoring student progress and teacher effectiveness is implemented. Support or additional assistance is provided as needed. To the extent possible, the skill sets of instructional specialists or internal and/or external partners are used to enhance and supplement the quality of feedback and support. (H1, H2, H3)</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.</p> <p>b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	<p>Successful teachers at Ginter Park Elementary are identified by their work as denoted by classroom visits, the seven teacher performance standards, student assessment data and participation in events which work to positively influence the school culture. The Principal’s agenda, faculty and staff luncheons, faculty and staff outings, public acknowledgements/accolades expressed verbally in meetings and certificates are among the few acknowledgements implemented within the reward system. The implementation of various incentive programs based on student and teacher progress are also used. Teachers in need of support are identified based upon classroom data, the seven teacher performance standards, student assessment data and teacher conferences. Formative assessments and strategy implementations are also used to evaluate the success or lack of success of a teacher. Professional development opportunities are designed or assigned according to student performance data.</p> <p>3B. The approach to planning teacher professional development /goals for the 2013-2014 school year will be driven by the individual needs of teachers, efforts to change teacher behaviors, and to improve the quality of instruction to increase student performance. (H14, H10, H12, H15)</p> <p>Data gathered from teacher evaluations and classroom observations will be analyzed to pinpoint the individual needs of teachers. This tailored approach of developing professional development goals will include an opportunity for teachers to self-reflect on their development and express their thoughts on areas where they would like to further development. All decisions and conversations will be held using various student data points to support the planning of teacher professional goals. Professional development modules will address best teaching practices to impact student diversity in learning, creating rigorous and engaging lessons designed for mastery of all relevant standards of learning. Differentiated professional development and coaching will continue to be a part the recipe to maintain a high performance school culture designed to improve teacher skills and development and content knowledge with the ultimate goal of improving student learning. (H17, H21, I3)</p>
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Tab 3: School 2 Reflections and Planning and Required Elements

<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>Persons in administrative positions are evaluated annually. Specifically, principals at the priority schools are evaluated by the Executive Director of Elementary Education using the new evaluation document. The evaluation document is narrative, comprehensive and judgment-based, meaning, it requires professional judgment on the part of the evaluator.</p> <p>The evaluator, trained with professional knowledge (formal study) and skills (practical experience), is responsible for assessing the performance of the principal against outcomes specified by the state, school division, and site. Indicator C1. The evaluation is a two-fold process that involves both formative and summative evaluations. Formative evaluation includes on-going communication with feedback and assistance between the evaluator and the evaluatee. More specifically, formative evaluation is continuous and cyclical. It focuses on improving the overall educational program. This process culminates with summative evaluation which serves as an end, an annual judgment of the administrative performance. It focuses on improvement of individual performance.</p> <p>The entire process represents a collaborative effort in which the evaluator and the evaluatee design the focus of the evaluation, gather supportive data and draw conclusions based on the given data. The evaluation procedure is both formal and informal. The formal procedure includes the following three steps: the initial conference, the interim review, and the annual evaluation.</p> <p>The Director does goal setting with the principal and completes a formal observation process through an internal monthly accountability procedure-Instructional Support Team. Through the Instructional Support Team, the principal demonstrates instructional leadership capabilities. (Indicator: H1)</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>Cohort IV is not a continuing application.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>DECISION-MAKING PROCESS & AUTONOMY</p> <p>1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p>	<p>There is a collaborative process for matters relating to the school improvement effort, which includes stakeholders from the district and school level as well as the internal and external partners. The administrator has established a School Leadership Team that participates in all decisions related to school improvement efforts, the school vision, and the Indistar Plan. The team is comprised of the principal, assistant principals, content and grade level representatives, guidance counselors, district representative/content specialist, Exceptional Education, Title I representative, and literacy and math coaches. The indicator drives the work of the School Leadership Team and tasks outlined in the Indistar plan. Twice a month, the team meets to discuss progress towards completing tasks in the plan. School Improvement requires buy-in by all parties supported by an understanding that all team members are valued and expected to make a contribution in the change process. The LTP and the district will establish norms that serve as a systemic approach to gathering data, meeting with administration, observing classroom instruction, and giving timely structured feedback to teachers. The LTP and district will meet regularly to discuss plans, establish next steps and recommendations for school administration and staff. The approach by the LTP and district when working with schools will involve assisting with identifying strengths as well as areas for refinement. This approach will allow each administrator to feel included in the process and valued as the school leader. (Indicators: D1, F2, G5)</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>Existing barriers include teacher turnover, division discipline policies and Human Resource policies that focus on recruitment and hiring. The district will establish a new Office of Recruitment and Talent Development to address teacher turnover. A Human Resource committee has been formed by the school board to review and reform Human Resource policies. Further, there is a need for additional technology to support Tiered Intervention Programs. The Chief Academic Officer and the Federal Program Director are working together to order needed technology. (Indicator: D7, E7)</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>PHASE OUT PLANNING</p> <p>1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p>	<p>1A. Support staff from the district level, in consultation with the School Improvement manager, External Lead Partners and the school's leadership team, will meet to determine the services that should be maintained and/or eliminated. Multiple data sources will be utilized to help make those decisions. We also should continue to receive access to content related academic resources. The principal's leadership team, central administration, and the partners should be involved in this process. (H13)</p> <p>1B. In preparation for the phase out of funds, supports and services, the Leadership Team, led by the school principal will review the effectiveness of support services rendered. The team will review performance of staff and impact on student achievement to determine programs to sustain or phase out. Instructional resources and materials will be evaluated to determine the need for continued implementation and cost effectiveness. Transition/ Exit conferences with community/school based partnerships will be held to discuss the level of services that will continue. The LEA will provide support for programs and materials that had a positive impact on student achievement by seeking additional grant funds and leveraging existing resources. (H13, D3, D4)</p>
<p>2. What supports from the state would be the most helpful?</p>	<p>Additional funding for literacy and math coaches would be helpful. Based on analysis of data, the LEA and school will determine the specific level of technical and financial assistance needed from the state. Schools in improvement will benefit from state support that offers professional development webinars, extended learning experiences, and professional growth conferences for teachers to ultimately increase student learning. Next year, educational forums facilitated by the state that focus on the features of outstanding schools would be beneficial in discussing best school practices. The continuation of state support that offers opportunities for teacher development will serve as valued intervention.</p>
<p>Required Elements</p> <p>Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p>	
<p>Required element</p>	<p>Response</p>
<p>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>2. Student achievement data for the past two years (2011-2012 and 2012-2013) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>
<p>3. Total number of minutes in the 2012-2013 school year that all students were required to attend (broken down by daily, before-school, after-school, Saturday school and summer school) and any additional increased learning time planned for 2013-2014 *This information will be shared with USED.</p>	<p>During the 2012 – 2013 school year, third through fifth grade students received additional instructional minutes through such programs as the Early Bird Program (2x per week, 30 min.) and the Extended Day Program (2x per week, 90 min.) The school day has been extended through the K-5 Early Bird Programs (2x per week, 30 min.) and the K-5 Extended Day Programs (2x per week, 90 min.) for the 2013 – 2014 school year. All students are required to attend school for 180 days or 64800 minutes. (Indicator: J1, J3, J4, J6). An additional ten minutes or 1,800 minutes will be added to the school day per year.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>4. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged</p>	<p>Male: 169 Total Students: 354 Female: 185 Asian: 0 Black: 352 Hispanic: 0 White: 2 Students with disabilities: 68 Limited English proficient: 0 Migrant: 0 Homeless: 8 Economically disadvantaged: 308</p>
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Tab 3: School 2 Reflections and Planning and Required Elements

<p>5. Analysis of student achievement data with identified areas that need improvement based on 2011-2012 and 2012-2013. (Include preliminary data for 2013-14 if this is a continuation application.)</p> <p><u>Example:</u> Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70). (*Identified areas needing improvement should align with goal setting and action steps throughout the application.)</p> <p><u>Nonexample:</u> Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</p>	<p>5. Ginter Park Elementary's current accreditation status is indicative of areas in need of improvement:</p> <p>Reading: Annual scores yield a decrease in mathematics scores. Ginter Park's current scores are 38% below the State Benchmark. Overall scores dropped from 81% in 2011-2012 to 77% in 2012-2013. Grades 3 (72, 70, 36), Grade 4 (75, 68, 28) and Grade 5 (81, 87, 27) reflect areas identified as needing improvement.</p> <p>Mathematics: During the 2011-2012 academic year, Ginter Park's scores decreased by 43% and increase by 8% during the 2013-2014 school year. Grade 3 (92, 37, 31), Grade 4 (75, 68, 28) and Grade 5 (81, 87 and 27) indicate needs for improvement in several strand areas.</p>
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Tab 3: School 2 Reflections and Planning and Required Elements

<p>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p>	<p>6. Date building was built: 1915 # of Classrooms: 26 Description of library media center: The media center has 6900 books inclusive of nonfiction, fiction, periodicals and reference materials. There are 9 computers for student use and a Smartboard for instructional support. Cafeteria: The cafeteria seats 200 students. There is one serving line used to service students daily for breakfast and lunch. Physical education area: Ginter Park lacks gym space. Therefore, the students spend 95% of their time exercising outside. During inclement weather, students exercise in the auditorium, which is shared with the band and orchestra teachers.</p>
<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p>7. One hundred percent of all teachers have a desktop computer. Although approximately 85% of classrooms have Smartboards, a systems update is needed for optimal operation. There are seven laptop carts assigned to testing grades. Also available to staff and students are: document cameras, LCD projectors and networked printers for testing grades. iStation, Achieve 3000, ARDT, TenMarks, Interactive Achievement, Gizmos and Reflex Math are programs actively promoted at the district level.</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	33	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	11	33%

Tab 3: School 2 Reflections and Planning and Required Elements

Number of teachers with a provisional license	4	12%								
<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>9. 0 2 38 1</p> <p>1 2</p> <p>2 8</p> <p>3 1</p> <p>6 3</p> <p>7 2</p> <p>8 1</p> <p>9 1</p> <p>10 3</p> <p>12 4</p> <p>13 1</p> <p>15 2</p> <p>30 1</p> <p>35 1</p>	<p>9b. Total number of days:</p> <p>Sept. 96.92%</p> <p>Oct. 93.90 %</p> <p>Nov. 93.68%</p> <p>Dec. 91.57%</p> <p>Jan. 90.65%</p> <p>Feb. 93.11%</p> <p>March 93.40%</p> <p>April 92.83%</p> <p>May 92.92%</p> <p>June 95.12%</p>
Yrs	#Instructional Staff									
0	1									
1	6									
2	4...									

Tab 3: School 2 Reflections and Planning and Required Elements

Required Elements	
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.	
Required element	Response
<p>1. a. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.</p> <p>b. Provide a timeline.</p>	<p>The district will ensure implementation of the LTP's intervention model and external facilitators by meeting monthly with the school's transformational team, LTP and district's school improvement manager. Data that will be reviewed which will include enrollment, discipline, attendance, student achievement, tiered interventions, teacher recruitment activities, teacher evaluations and/or observations, core curriculum taught, minutes for extended learning, parent development activities and budget as appropriate. The timeline is as follows: March 2014 development of the memorandum of understanding with CATC; March-April 2014 request school board approval; April 2014 organize with CTAC, Central Administration and school principal, all deliverables and expectations will be reviewed and discussed and benchmark times will be documented; April- June CTAC will conduct a comprehensive data review to determine root causes of low performance that will involve teachers, staff, parents, students and community partners; June-July CTAC will analyze data and develop with school partners an action plan to address areas for improvement; June- July CTAC will provide support for summer school session; August 2014 – June 2015 CTAC will provide key support staff to address targets identified from needs assessment. A monthly report will be submitted to the school transformational team and the district school improvement manager. (Indicators: E1-E8)</p>
<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>The district followed the process outlined by VDOE to select our Lead Turnaround Partner. A rubric was developed to evaluate the LTPs. Seven Lead Turnaround Partners were interviewed and based on results of the rubric, the top three were interviewed again by a parent and community partner group. This group's top LTP was Community Training and Assistance Center (CTAC) which also was the highest ranking LTP from round one of the interview process. The final selection of CTAC was presented to the Superintendent and the school board in March 2014. (Indicator E1, E3, E5, E6)</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.</p>	<p>3. The division's annual goal for student achievement on the state's assessments in reading and mathematics is to meet and/or exceed the states' benchmark of 66% rate for reading and 64% pass rate for mathematics. Also, to ensure that tiered instructional support is provided, the district and the school will administer on-going common formative assessments. Assessment data identifies students in need of Tier 2 and 3 interventions. Division's Instructional Support Team (formerly Charting- the -Course) members will conduct bi-weekly and monthly school visits to monitor rigor, differentiated instruction, curriculum alignment, and full implementation of the transformational strategies/initiatives. Ginter Park strives to provide targeted assistance in effort to increase each gap group by twenty-five percentage points: (Indicator: B3)</p>
<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>The district leadership team will support Ginter Park Elementary School in the following ways: monitor LTP staff and interventions; participate in the school's transformational team meetings; continue to research instructional best practices; develop and provide leadership and instructional development. The Instructional Support Team (IST) will visit the school bi-monthly to monitor and offer instructional feedback at the classroom level. Community stakeholders and parents will be notified of this transformational process through monthly school newsletters, quarterly community forums, district PTA meetings, district website and social media. In addition, an Office of School Improvement will be developed and implemented, starting 2014-2015 school year. Personnel will consist of a Director and a manager that will specifically work with all priority schools. The LEA will hold quarterly meetings with the school leadership team to inform parents of the school's implementation efforts and report student growth data. A survey will be conducted with parents and the community. The IST will provide intense weekly support and a member of the IST will sit on the school's transformational team. There will be quarterly meetings with all stakeholders (including parents) to consider any course correction and/or needed interventions.(Indicator: B4)</p>
<p>Required Elements Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</p>	
<p>1. Steps taken to secure the continued support of the local school board for the reform model chosen</p>	

Tab 3: School 2 Reflections and Planning and Required Elements

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

Tab 4: School 3 Reflections and Planning and Required Elements

School 3 Name:	Oak Grove Elementary School
<p>Reflections and Planning Use this tab to reflect on the past year’s improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 2013-2014 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.</p>	
Question	Response
<p>Future Goals: 1. Please list 3- 5 goals for the upcoming school year:</p>	<p>Goals for the upcoming school year:</p> <p>By June 2014, the pass rate on the Virginia Standards of Learning for English at Oak Grove-Bellemeade Elementary School will increase by at least 20 percentage points for all students.</p> <p>By June 2014, the pass rate on the Virginia Standards of Learning for Mathematics will increase by at least 20 percentage points.</p> <p>For the 2013-14 school year our attendance rate for the student population will increase to 95%.</p>

Tab 4: School 3 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>School Climate:</p> <p>1. a. Due to the rezoning experienced by Richmond Public Schools, we received an additional 300 plus students at Oak Grove-Bellemeade Elementary School. In spite of the drastic changes, Oak Grove-Bellemeade’s school climate is evolving into a more conducive environment for teaching and learning as there has been a measurable decrease in student disruptions and office visits, resulting in a more positive and orderly learning environment. Clear expectations and operational procedures have been communicated regularly to all staff members. The importance of time on task has been emphasized and monitored daily to maximize instructional time. The staff has been immersed in on-going quality differentiated professional development opportunities. Teachers have begun taking ownership of their student data due to the level of transparency and accountability expected by administrators. All decisions are data and student focused to increase student achievement. In addition, our parents have become more cooperative with our guidelines and expectations for student attendance, intake and dismissal procedures which have created a more pleasant atmosphere in the front office. This has set a more pleasant and welcoming tone for the entire school environment. We have acknowledged that our attendance rate for students from the previous year was significantly below expectations (89%) and are addressing this issue on a weekly basis through communication with parents.</p> <p>b. What were the most successful strategies used to change the school climate? In order to change the school climate, we established clear expectations and accountability for staff punctuality and attendance. The staff has received training in implementation of positive behavior reinforcement to empower them to effectively manage student behaviors in order to minimize classroom disruptions. The administrative team has been very visible and has placed monitoring of instruction and time on task in the forefront of all other duties in order to stress the importance of maximizing instructional time. The institution of weekly grade level and data meetings to assist with aligning instruction has been a priority and has been embraced by the teaching staff. Careful documentation and feedback of non-compliance with expectations and ineffective instructional practices have been reviewed with the appropriate staff. Assemblies have been held with students to establish behavioral expectations to acclimate the returning and new students to the positive behavior program and incentives associated with demonstrating desirable behaviors.</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>Thus far, we have been unsuccessful in fully instituting our Positive Behavior Intervention Support Program at Oak Grove - Bellemeade Elementary as we have had many transitions in staff to accommodate the fluctuating student population which has resulted in inconsistency with communicating and following through with the program structures.</p> <p>2. Are there any anticipated barriers to further improving the school climate? Barriers to further improving the</p>
<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>2. Are there any anticipated barriers to further improving the school climate? Barriers to further improving the school environment include: high teacher turnover, teacher resignations, retirements, increased enrollment inclusive of ELL students and a transient population.</p>

Tab 4: School 3 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>1. a.</p> <p>The Leadership Team consisting of the principal, assistant principals, content and grade level representatives, guidance, district representative/content specialist, Special Education and Title I representative, Literacy and Math coaches meet at least twice a month to discuss, review and analyze data to determine instructional focus and approaches.1A. Frequently planned Leadership Team meetings allow members to bring issues and ideas to the table for collaborative discussion. The meetings are scheduled 1-2 days after Grade Level meetings so that ideas/questions/comments/concerns from each grade level team can be brought forward and collaboratively discussed. These meetings occur 1-2 days before faculty meetings so that ideas can be fine-tuned and presented to the staff. This format gets ideas before the staff rather quickly thus gaining faculty input and support early in the process. This allows a possible turnaround time of 4 days from idea conception to implementation. (Indicator: D1, D2, D3, D4) Input is also received from the SPMT meetings. This group meets monthly and provides support for the school operations.The team includes faculty, parent and community representaton.</p> <p>1b.Team members practice vertical planning and are also encouraged to discuss and work through the logistics of ideas with their Grade level administrators before meetings. This allows for open and honest communication which can then be used to discuss whether or not the Leadership Team will implement ideas. Opinions were listened to, discussed, and respected. Teachers and administrators were most willing to implement effective strategies and suggestions. Minutes of each meeting were recorded so the team could revisit issues for updates and progress. Grade level teams and specialists worked together in developing strategies, professional development and monthly progress reports.</p> <p>Decisions are also shared at faculty and instructional meetings, weekly updates, PTA and Partnership meetings, and newsletters. At nine week reviews, each school administrator shares their instructional decisions and plans with their division contact who in turn provides that information to the School Board. (D1, D2, D4)</p>
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Tab 4: School 3 Reflections and Planning and Required Elements

<p>2. How are responsibilities divided amongst the team members?</p>	<p>Expectations are established at the beginning of the year. Responsibilities are then assigned by grade level, subject area, or job performance. Responsibilities are discussed for clarification and time is scheduled for follow-up, discussion and reporting. All aspects of the school were included: academic areas, special education, discipline, attendance, community issues and concerns, professional development, school culture, etc.</p> <p>Responsible parties either had the resources to follow through or were given the resources needed, especially with materials, technology, professional development and tutors.</p> <p>Team members first and foremost split responsibilities based on their capability sets. The Grade Level Chairs, Assistant Principals, and Central Office Instructional Specialists all have a good understanding of where their strengths and weaknesses lie with regards to being able to take an idea from concept to implementation. When these divisions are not clear, the Principal and Assistant Principals immediately query the involved parties for possible decisions, and then follow through on that query by determining the optimal path of human capital resource distribution. With regards to limitations on resources, the highest need in the building continues to be a need for highly capable Human Capital/teachers.</p> <p>Deliverables are determined based on leadership skill, content area expertise as well as assigned Indicator tasks from Indistar. Responsibilities are also assigned by school administrators based on the interest and expertise of the team members.(Indicator: D1,G5, K1)</p>
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Tab 4: School 3 Reflections and Planning and Required Elements

<p>3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?</p>	<p>The Leadership Team consisting of the principal, assistant principals, content and grade level representatives, guidance, district representative/content specialist, Exceptional Education and Title I representative, Literacy and Math coaches meet at least twice a month to discuss, review and analyze data to determine instructional focus and approaches. Frequently planned Leadership Team meetings allow for members to bring issues and ideas to the table for collaborative discussion. The meetings are scheduled 1-2 days after Grade Level meetings so that ideas/questions/comments/concerns from each grade level team can be brought forward and collaboratively discussed. These meetings occur 1-2 days before faculty meetings so that ideas can be fine-tuned and presented to the staff. This format gets ideas before the staff rather quickly thus gaining faculty input and support early in the process. This allows a possible turnaround time of 4 days from idea conception to implementation. (Indicator: D1, D2, D3, D4)</p> <p>Input is also received from the SPMT meetings. This group meets monthly and provides support for the school operations. The team includes faculty, parent and community representaton.</p> <p>1b. Team members practice vertical planning and are also encouraged to discuss and work through the logistics of ideas with their grade level administrators before meetings. This allows for open and honest communication which can then be used to discuss whether or not the Leadership Team will implement ideas. Opinions were listened to, discussed, and respected. Teachers and administrators were most willing to implement effective strategies and suggestions. Minutes of each meeting were recorded so the team could revisit issues for updates and progress. Grade level teams and specialists worked together in developing strategies, professional development and monthly progress reports.</p> <p>Decisions are also shared at faculty and instructional meetings, weekly updates, PTA and Partnership meetings, and newsletters. At nine week reviews, each school administrator shares their instructional decisions and plans with their division contact who in turn provides that information to the School Board. (D1, D2, D4)</p>
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Tab 4: School 3 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>Students are identified for additional support in core content areas based on data from:</p> <ul style="list-style-type: none"> • PALs , Voyager Assessments • Achieve 3000, i Station • Algebra Readiness Diagnostic Tests, Ten Marks • SOL Assessments • Report Card Grades • Teacher Recommendations • Parent Recommendations • Benchmark scores • Bi-weekly scores • Teacher referral based on classroom performance • Formative and summative assessments <p>Triangulation of data is used to analyze the data indicated above to place students in tiered interventions. The data is reviewed by the instructional leadership team and the classroom teacher to determine which Tiered intervention the students will receive. Students are also give additional support in reading and math by meeting the accommodations outlined in their Individualized Education Plan (IEP). Triangulation of data includes the following assessment data - reading, SOL scores, benchmark assessments, report card grades and level setting from Achieve 3000. In math, the data includes Algebra Readiness, SOL scores, formative assessments and benchmark assessments. Students are also give additional support in reading and math by meeting the accommodations outlined in their Individualized Education Plan (IEP). (Indicator: TA01)</p>
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Tab 4: School 3 Reflections and Planning and Required Elements

<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	<p>2a. Teachers differentiate learning for students through:</p> <ul style="list-style-type: none"> • Small Group Instruction , tiered intervention, remediation • Title I Instruction • Extended Learning Time • Homework • Documented in lesson plans • Modified instructional strategies and activities • Small group instruction with tutors <p>(Indicator: K5, K4, K6, K7)</p> <p>2B. Additionally, teachers, through formative assessment, determine students' needs, plan instruction to meet those needs and provide the small group instruction and collaborative learning that addresses those needs. 2B. Formative assessments are used to:</p> <ul style="list-style-type: none"> • To monitor student progress • To measure teacher effectiveness and determine teacher placement <p>Content teachers work together to develop common assessments and review them for rigor and fidelity. These common assessments are used to determine student's strengths and needs. Base on this data, instructional decisions are made by the classroom teacher, the school Leadership Team and the school administrator. The formative assessments are used by the Central Support Team in making instructional decisions along with recommendations to the school administrator. District benchmark assessments are given each nine weeks in order to determine strengths and weaknesses of students and programs. A detail analysis of the data is done and reviewed with teachers to support individualized instruction to meet student needs. Teachers, through formative assessment, determine students' needs, plan instruction to meet those needs and provide the small group instruction and collaborative leaning that address those needs. (Indicator: K5,, K9) B. Formative assessments-Content teachers work together to develop common assessments and review them for rigor and fidelity. These common assessments are used to determine students strengths and needs. Base on this data, instructional decisions are made by the classroom teacher, the school Leadership Team and the school administrator. The formative assessments are used by the Central Support Team in making instructional decisions along with recommendations to the school administrator. District benchmark assessments are given each nine weeks in order to determine strengths and weaknesses of students and programs. A detail analysis of the data is done and reviewed with teachers to support individualized instruction to meet student needs. (Indicator: K7,K5,G3)</p>
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Tab 4: School 3 Reflections and Planning and Required Elements

<p>3. How does student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p>	<p>All teachers received training on the new teacher evaluation system. A team of teachers and leadership staff wrote the teacher evaluation manual. All principals were trained on how to work with their teachers in developing goal setting standards. The standards were reviewed with the teacher and school base administrator and were refined as needed. Teachers are more focused on student data, student achievement, and the progress of all students in their classrooms. Teacher progress toward meeting their goal will be monitored and technical assistance provided. (Indicator H1, H2,H3, H7)</p>
<p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>1. The community partners support the school by developing programs that are designed to strategically meet the needs of the students, staff and administration. The supporting programs are developed and maintained by focusing on the most pressing challenges taken directly from the school's needs assessment. Community partners include: Community in Schools Is a non-profit organization that provides wrap-around services to students qnd organizes student support services, Commonwealth Chapter of DAR sponsors the development of our Butterfly Learning Garden, Celebrate RVA/VCU provide student enhancements by sponsoring monthly Birthday Parties for students, Micah partners provide during the day tutoring in reading and math to selected students in grades 1-5 , Trinity Church and Capital One provide Thanksgiving baskets to students and their families, and s Art 180 sponsor a variety of art projects.</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>2. The External Lead Turnaround Partner will be selected and presented to the school board in March, 2014 and will begin following board approval. Seven LTP vendors were interviewed and evaluated using a rubric developed for this purpose. The final selection was made by administration, parents and staff from the top three applicants. Instructional coaches and tutors will also be employed in the areas of math and reading. The LTP will provide human capital resources, community involvement technical assistance, strategic instructional integration and implementation of the Standards Bearer School Process.</p>

Tab 4: School 3 Reflections and Planning and Required Elements

<p>3. In what ways will parents be involved in the design and implementation of the interventions, and given the opportunity for input? Informed of progress?</p>	<p>Parents are increasing their communication with the school and are taking an interest in the progress being made by the students, teacher and administration. The parents of the students participating in a community based program offers input by completing an annual needs assessment developed by Communities In Schools. At the end of the school year, the data will be collected and used for the next year’s program development. The Lead Turnaround Partner was selected due to their strong track record in engaging parents and communities in the school improvement process. Parents will be involved in planning and monitoring of school improvement initiatives by participating on the School Improvement Team and providing support on how to improve academic performance. They will be informed bi-monthly of the progress on major school initiatives. Coffee and Teas will be held to share instructional information with the parents. (Indicators: J3, D1, D3)</p>
<p>STAFFING & RELATIONSHIPS 1. What process is used to assign teachers to positions, classes and grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	<p>All teachers within our division are assigned to classes within their area of licensure or otherwise demonstrated area of expertise. Principals, in conjunction with a member from the HR department and the internal and external partners, carefully examine the backgrounds, evaluation findings, and track records of each member of the staff and thoughtfully and collaboratively construct the school schedule to match teachers with the classes or course sections in which they (and their students) are most likely to be successful. Adjustments and corrections may need to be made mid-year, but these are usually minimized since initial teacher assignments are conducted strategically. (Indicators :H1,C-8)</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>Accountability for student learning and research confirming the strong impact teachers can have on student achievement has been on the forefront of our schools in improvement. Two years ago, we moved toward a decidedly performance-based focus on teacher quality. As a result, teachers are rated on seven quality standards (Teacher Evaluation System) that measure professional practice and student learning throughout the year. Six of the standards measure professional practices such as: content knowledge, lesson plans, instructional delivery, classroom environment, and professionalism. The seventh quality standard- student growth, is based on multiple measures of student growth or student learning over time, not a single assessment. All teachers and administrators are trained on the process throughout the year. Human Resource personnel and the Executive Director of Elementary Education monitor the process quarterly..</p>

Tab 4: School 3 Reflections and Planning and Required Elements

<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.</p> <p>b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	<p>Successful teachers are identified by their work as denoted by classroom visits, the seven teacher performance standards, student assessment data and conferences with the teachers. Faculty and staff luncheons, faculty and staff outings, public acknowledgements/accolades expressed verbally in meetings and framed certificates each semester displayed at the school for public viewing comprise the reward system. The implementation of various incentive programs based on student and teacher progress are also used. Teachers in need of support are identified based upon classroom data, the seven teacher performance standards, student assessment data and teacher conferences. Formative assessments and strategy implementations are also used to evaluate the success or lack of success of a teacher. Noting the strategies as well as how and when a teacher implements them is helpful in identifying teacher weaknesses and targeting the type of professional development that is needed to assist him/her. 3B. The approach to planning teacher professional development /goals for the 2013-2014 school year will be driven by the individual needs of teachers, efforts to change teacher behaviors, and to improve the quality of instruction to increase student performance. (Indicator: H14, H10, H12, H15)</p> <p>Data gathered from teacher evaluations and classroom observations will be analyzed to pinpoint the individual needs of teachers. This tailored approach of developing professional development goals will include an opportunity for</p>
<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>Persons in administrative positions are evaluated annually. Specifically, principals at the priority schools are evaluated by the Executive Director of Elementary Education using the new evaluation document. The evaluation document is narrative, comprehensive and judgment-based, meaning, it requires professional judgment on the part of the evaluator.</p> <p>The evaluator, trained with professional knowledge (formal study) and skills (practical experience), is responsible for assessing the performance of the principal against outcomes specified by the state, school division, and site. Indicator C1. The evaluation is a two-fold process that involves both formative and summative evaluations. Formative evaluation includes on-going communication with feedback and assistance between the evaluator and the evaluatee. More specifically, formative evaluation is continuous and cyclical. It focuses on improving the overall educational program. This process culminates with summative evaluation which serves as an end, an annual judgment of the administrative performance. It focuses on improvement of individual performance.</p> <p>The entire process represents a collaborative effort in which the evaluator and the evaluatee design the focus of the evaluation, gather supportive data and draw conclusions based on the given data. The evaluation procedure is both formal and informal. The formal procedure includes the following three steps: the initial conference, the interim review, and the annual evaluation.</p> <p>The Director does goal setting with the principal and completes a formal observation process through an internal monthly accountability procedure-Instructional Support Team. Through the Instructional Support Team, the principal demonstrates instructional leadership capabilities. (Indicator: H1)</p>

Tab 4: School 3 Reflections and Planning and Required Elements

<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>Cohort IV is not a continuing application.</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>The decision-making process with regards to school improvement is a collaborative effort between the administrative team and the school’s leadership team. The principal, as the instructional leader, facilitates the decision-making process with support from the Internal and External Leader Partners. The decision-making process includes reviewing, monitoring, and evaluating student data as well as developing strategies to address areas for refinement. The school improvement plan and the cycle of continuous improvement are monitored and progress determined through monthly meetings. One major focus is the implementation of rigorous SOL standards. Another area of focus is on student remediation. The administrative and leadership teams coordinate and monitor student interventions in order to determine those areas of instruction where modifications are needed. Through a collaborative approach to decision-making, school staff and administration take full ownership of the school improvement process, including outcomes and next steps. (Indicators: D1, F1, F2, G5)</p>

Tab 4: School 3 Reflections and Planning and Required Elements

<p>2. What policies or practices exist as barriers that may impede the school's success? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices). List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)</p>	<p>Existing barriers include teacher turnover, division discipline policies and Human Resource policies that focus on recruitment and hiring. The district will establish a new Office of Recruitment and Talent Development to address teacher turnover. A Human Resource committee has been formed by the school board to review and reform Human Resource policies. Further, there is a need for additional technology to support Tiered Intervention Programs. The Chief Academic Officer and the Federal Program Director are working together to order needed technology. (Indicator: D7, E7)</p>
<p>PHASE OUT PLANNING 1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p>	<p>1A. Support staff from the district level, in consultation with the School Improvement Manager, External Lead Partners and the school's leadership team, will meet to determine the services that should be maintained and/or eliminated. Multiple data sources will be used to help make those decisions. We also should continue to receive access to content related academic resources. The principal's leadership team, central administration, and the Partners should be involved in this process. (H13) 1B. In preparation for the phase out of funds, supports and services, the Leadership Team, led by the school principal will review the effectiveness of support services rendered. The team will review performance of staff and impact on student achievement to determine programs to sustain or phase out. Instructional resources and materials will be evaluated to determine the need for continued implementation and cost effectiveness. Transition/ Exit conferences with community/school based partnerships will be held to discuss the level of services that will continue. The LEA will provide support for programs and materials that had a positive impact on student achievement by seeking additional grant funds and leveraging existing resources. (H13, D3, D4)</p>

Tab 4: School 3 Reflections and Planning and Required Elements

<p>2. What supports from the state would be the most helpful?</p>	<p>Additional funding for literacy and math coaches would also be most helpful. Based on analysis of data, the LEA and school will determine the specific level of technical and financial assistance needed from the state. Schools in Improvement will benefit from state support that offers professional development webinars, extended learning experiences, and professional growth conferences for teachers to ultimately increase student learning. Next year, educational forums facilitated by the state that focus on the features of outstanding schools would be beneficial in discussing best school practices. The continuation of state support that offers opportunities for teacher development will serve as an on-going valued intervention.</p> <p>Additional funding for literacy and math coaches would be helpful.</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 4: School 3 Reflections and Planning and Required Elements

<p>3. Total number of minutes in the 2012-2013 school year that all students were required to attend (broken down by daily, before-school, after-school, Saturday school and summer school) and any additional increased learning time planned for 2013-2014.</p> <p>*This information will be shared with USED.</p>	<p>All students are required to attend school for 180 days or 64800 minutes. (Indicator: J1, J3, J4, J6). (Indicator: J1, J3, J4, J6). An additional ten minutes or 1,800 minutes will be added to the school day year. This will occur in the 2013-14 school year by saving unproductive time and adding the time saved to target instruction. During the school year an additional 39 hours are provided for Saturday School and 36 hours are provided for additional support after school.</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>Male: 378 Total: 735 Female: 357 Asian: 13 Black: 640 Hispanic: 61 White: 21 Students with disabilities: 144 Limited English proficient: 61 Migrant: 0 Homeless: 14 Economically disadvantaged: 696</p>

Tab 4: School 3 Reflections and Planning and Required Elements

<p>5. Analysis of student achievement data with identified areas that need improvement based on 2011-2012 and 2012-2013. (Include preliminary data for 2013-14 if this is a continuation application.)</p> <p><u>Example:</u> Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70). (*Identified areas needing improvement should align with goal setting and action steps throughout the application.)</p> <p><u>Nonexample:</u> Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</p>	<p>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.) SOL data: 2011-12 English 76% Math 77%; 2012-13- English 78% Math 50%; 2013-14 - English 42 % Math 53% . As denoted by Oak Grove’s Accreditation Status the following academic areas need improvement: The overall 2012-2013 SOL scores reflect a decline in English performance. Oak Grove’s current scores in English are 35 percentage points or 53% lower than the state requirements for accreditation. Overall scores in English 2011-2012 were 34 percentage points or 54% higher than reporting year 2012-2013. Mathematics scores for reporting year 2011-2012 showed a gain of 6 percentage points in 2012-2013. Annual reading scores for reporting years 2011-2012 and 2012-2013 demonstrate a higher pass rate in all grades in 2011-2012 and a sharp decline in each grade level in 2012-2013, grade 3 (79,51), grade 4 (58, 26), grade 5 (84, 46). Word analysis, comprehension of non-fiction and fiction texts will be our focus as our students did not achieve a scaled score of at least 30 in all areas. Annual math scores for reporting years 2011-2012 and 2012-2013 demonstrate a higher pass rate in grade 5 (61, 78) while pass rates in grades 3 and 4 are lower grade 3 (42, 51) grade 4 (37, 33). The following testing categories will be our primary focus in order to improve overall math achievement of our students: computation and estimation, number and number sense, and functions, patterns and algebra. We will plan on going professional development activities to increase teacher pedagogy, instructional delivery and student achievement. Annual scores demonstrate that history scores grade 3 have been sustained, while grade 4 has shown a decline in the last two reporting years, grade 3 (71, 71) grade 4(81,65).</p>
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Tab 4: School 3 Reflections and Planning and Required Elements

<p>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p>	<p>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>The date the building was built: January 2013</p> <p>Number of classrooms: 42</p> <p>Description of the Library Media Center: The media center is a state of the art space with a collection of 4,500 books including fiction, nonfiction, reference materials and periodicals. There is a Smart Board with LCD projector as well as DVD and VCR. Also, there are six computer stations available for student use.</p> <p>Description of the cafeteria: The cafeteria is designed as an open commons area surrounded by numerous windows with a view of the courtyard and Butterfly Garden. The cafeteria has two serving lines for staff and students and can seat at least 179 students.</p> <p>Description of areas for physical education/recess:</p> <p>There is no designated space in the school building for physical education due to the design of the building. All physical education activities are held in the adjacent community center. Daily recess is held on the school's playground located in the courtyard.</p> <p>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>The date the building was built: January 2013</p> <p>Number of classrooms:</p> <p>Description of the Library Media Center: The media center is a state of the art space with a collection of 4,500 books including fiction, nonfiction, reference materials and periodicals. There is a Smart Board with LCD projector as well as DVD and VCR. Also, there are six computer stations available for student use.</p> <p>Description of the cafeteria: The cafeteria is designed as an open commons area surrounded by numerous windows with a view of the courtyard and Butterfly Garden. There are two serving lines for students and staff.</p> <p>Description of areas for physical education/recess:</p> <p>There is no designated space in the school building for physical education due to the design of the building. All physical education activities are held in the adjacent community center. Daily recess is held on the school's playground located in the courtyard.</p>
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Tab 4: School 3 Reflections and Planning and Required Elements

<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p>7. Information about the types of technology that are available to students and instructional staff:</p> <p>One hundred percent of all classroom teachers at Oak Grove Bellemeade Elementary School have a desktop or laptop computer and a Smart Board with an LCD projector in their classrooms. The following are available for students and staff to use:</p> <p>Full wireless access Laptop carts with laptop computers for every student in third through fifth grade Document cameras Calculators IPADs for students in grades K-2 (at least five per classroom)</p>
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8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade OR subject for the 2012-2013 school year. This should be an unduplicated count for each set.

Set 1 Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers	52	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	16	30%
Number of teachers with a provisional license	5	9%

Tab 4: School 3 Reflections and Planning and Required Elements

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)	Yrs	#Instructional Staff
	0	8
	1	3
	2	3
	3	1
	4	2
	5	2
Sample:	6	6
Yrs	#Instructional Staff	7
0	1	8
1	6	9
2	4...	10
		11
b. Total number of days teachers worked divided by the number of teaching days (2012-2013).	12	1
	14	1
	15	1
	17	1
	18	0
	19	1
	23	1
	24	2
	27	1
	29	1
	32	1
	b. Total number of days teachers worked divided by the number of teaching days (2012-2013). b. September =92.63%; October =92.86%; November =94.60%; December= 93.81%; January = 93.71%; February = 92.93%; March = 94.71%; April =90.92%; May= 91.02%; June= 93.14%	

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.

Tab 4: School 3 Reflections and Planning and Required Elements

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>The district will ensure implementation of the LTP's intervention model and external facilitators by meeting monthly with the school's transformational team, LTP and district's school improvement manager. Data that will be reviewed which will include enrollment, discipline, attendance, student achievement, tiered interventions, teacher recruitment activities, teacher evaluations and/or observations, core curriculum taught, minutes for extended learning, parent development activities and budget as appropriate. The timeline is as follows: March 2014 development of the memorandum of understanding with CATC; March-April 2014 request school board approval; April 2014 organize with CTAC, Central Administration and school principal, all deliverables and expectations will be reviewed and discussed and benchmark times will be documented; April- June CTAC will conduct a comprehensive data review to determine root causes of low performance that will involve teachers, staff, parents, students and community partners; June-July CTAC will analyze data and develop with school partners an action plan to address areas for improvement; June- July CTAC will provide support for summer school session; August 2014 – June 2015 CTAC will provide key support staff to address targets identified from needs assessment. A monthly report will be submitted to the school transformational team and the district school improvement manager. (Indicators: E-1-E8)</p>
<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>The district followed the process outlined by VDOE to select our Lead Turnaround Partner. A rubric was developed to evaluate the LTPs. Seven Lead Turnaround Partners were interviewed and based on results of the rubric, the top three were interviewed again by a parent and community partner group. This group's top LTP was Community Training and Assistance Center (CTAC) which also was the highest ranking LTP from round one of the interview process. The final selection of CTAC was presented to the Superintendent and the school board in March 2014. (Indicator E1, E3, E5, E6)</p>
<p>3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.</p>	<p>The division's annual goal for student achievement on the state's assessments in reading and mathematics is to meet and/or exceed the states' AMO of 66% for all students in reading and 64% for all students in mathematics. Reading = Gap 1 = 52% ; Gap 2 =49% , Gap 3 = 53%, Disadvantaged 52%. Mathematics = Gap 1=52%, Gap 2- 52%, Gap 3 - 56% and dsadvantaged = 41%. Also, to ensure that tiered instructional support is provided, the district and the school will administer on-going common formative assessments. Assessment data identify students in need of Tier 2 and 3 interventions. Division's Instructional Support Team members will conduct bi-weekly and monthly school visits to monitor rigor, differentiated instruction, curriculum alignment, and full implementation of the transformational strategies/initiatives. (Indicator: B3)</p>

Tab 4: School 3 Reflections and Planning and Required Elements

<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>The district leadership team will support Oak Grove Elementary School in the following ways: monitor LTP staff and interventions; participate in the school's transformational team meetings; continue to research instructional best practices; develop and provide leadership and instructional development. The Instructional Support Team (IST) will visit the school bi-monthly to monitor and offer instructional feedback at the classroom level. Community stakeholders and parents will be notified of this transformational process through monthly school newsletters, quarterly community forums, district PTA meetings, district website and social media. In addition, an Office of School Improvement will be developed and implemented, starting 2014-2015 school year. Personnel will consist of a Director and a manager that will specifically work with all priority schools. The LEA will hold quarterly meetings with the school leadership team to inform parents of the school's implementation efforts and report student growth data. A survey will be conducted with parents and the community. The IST will provide intense weekly support and a member of the IST will sit on the school's transformational team. There will be quarterly meetings with all stakeholders (including parents) to consider any course correction and/or needed interventions.(Indicator: B4)</p>
<p>Required Elements Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</p>	
<p>1. Steps taken to secure the continued support of the local school board for the reform model chosen</p>	
<p>2. Steps taken to secure the support of the parents for the reform model selected</p>	
<p>3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)</p>	

Tab 4: School 3 Reflections and Planning and Required Elements

<p>4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model</p>	
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Tab 7: Year 1 Budget and Narrative for Each Priority School 2013-2014

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

	0	1003(a)	X	1003(g)		
Name of School 1:	Blackwell Elementary School					
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ 33,500.00	\$106,734	\$ 140,234.00	\$ 54,610.00	\$ 194,844.00	
2000- Personnel (Benefits)	\$ 16,500.00	\$ 5,814.00	\$ 22,314.00	\$4,178	\$ 26,492.00	
3000- Purchased Services		\$366,984.00	\$ 366,984.00		\$ 366,984.00	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ 5,468.00		\$ 5,468.00	\$ -	\$ 5,468.00	
6000- Materials and Supplies			\$ -	\$30,430	\$ 30,430.00	
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ 55,468.00	\$ 479,532.00	\$ 535,000.00	\$ 89,218.00	\$ 624,218.00	
<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>						
<p>Sample Entry</p> <p>1000 - Personnel</p>	<p>Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)</p> <p>Other Expenses</p> <p>Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>					
Expenditure Codes	Budget Narrative					

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

<p>1000 - Personnel</p>	<p>A district Office of School Improvement will be funded for \$33,500. Stipends will be provided for monthly professional development and training. The training will be aligned with results of the Academic Review Essential Actions for lesson planning and data from the Lead Turnaround Partner school profile. The stipend will be based on four additional hours per month for 8 months at \$50.00 per session ($50 \times 2 \times 8 = \\800). The total amount will be \$31,200 ($800 \times 39$ teachers). Stipends will be provided in the amount of \$40,000 for 20 teachers @ \$2000/teacher over 10 days of work to develop ten reading lesson plans and ten math lesson plans (at the level of full implementation) during the summer. Stipends will be provided to 15 school improvement team members for monthly meetings at a minimum from the SIG budget ($15 \times \\$1000 = \\$15,000$). A stipend of \$3,000 will be provided for the School Improvement and Indistar Process Manager. Tutors will be provided from SIG funds for reading and math @\$21.00 per hr will not exceed 29 hrs per week for \$17,534. OTHER Expenses: There will be stipends for (on 2 non-contract days) professional development during the summer for $\\$150 \times 35$ teachers or \$5,250 that will be funded from Title II. Title I Part A funds will be used to provide a Behavior Interventionist for \$24,360. This position will be housed at Blackwelle to provide academic and behavioral interventions for disruptive students to decrease out of school suspension rate and increase attendance and provide continuous instructional support while in the school setting. The Behavior Interventionist will work 28 hrs per week for 36 weeks. Tutors will be provided from Title I funds as needed for reading and math @\$21.00 per hr will not exceed 29 hrs per week for \$25,000.</p>
<p>2000- Personnel (Benefits)</p>	<p>SIG: Fringe benefits for School Improvement Turnaround Office ($\\$50,000 \times 33\% = \\$16,500$); FICA from stipends \$5,814.- Title I: FICA -\$4,178.</p>
<p>3000- Purchased Services</p>	<p>SIG: The Lead Turnaround Partner will cost \$287,984 for the 2013-14 school year. The LTP partner will begin in mid March 2014 after approval by the school board at their March meeting. The LTP will provide core content specialists, leadership coaches, mentoring services, assist with asset mapping, work with school staff to increase parental involvement and to create strategies to build school and community capacity to sustain student achievement gains. The SIG grant budget will include \$43,000 for VDOE/OSI contractor services and technical assistance. The NWEA/ MAP assessment training will be purchased to assist teachers and students build essential skills for \$16,000 from SIG. Funds (\$20,000 from SIG will also provide workshops, speakers and facilities to support parental involvement.</p>

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

4000 - Internal Services	
5000- Other Charges	SIG Indirect cost =2.2%: Total grant \$535,000 - \$262,984 (LPT charges > \$25k code 3000) - \$18,000 (VDOE/OSI charges > \$25k code 3000) x 2.2% = \$5,468 ICA
6000- Materials and Supplies	Current reading scores were 41%. Reading focus will be on non-fiction. Title funds will be used to provide materials and supplies: \$18,000 for non-fiction and leveled books to students in grades K-5. An additional \$6,000 will include a Schoolwide Reads Book Give-Away distribution that will occur in the fall (2,500 books will be purchased for distribution). Title funds will be used to provide: Parental involvement materials and supplies to include brochures, books and other SOL related materials = \$6,430. Total Title I funds for materials and supplies = \$30,430.
8000- Equipment Capital Outlay	

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)		1003(g)	
Name of School 2:	Ginter Park Elementary School				
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ 33,500.00	\$ 144,170.00	\$ 177,670.00	\$ 39,360.00	\$ 217,030.00
2000- Personnel (Benefits)	\$ 16,500.00	\$ 8,935.00	\$ 25,435.00	\$ 4,178.00	\$ 29,613.00
3000- Purchased Services	\$ -	\$ 327,474.00	\$ 327,474.00	\$ -	\$ 327,474.00

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

4000 - Internal Services	\$ -		\$ -	\$ -	\$ -
5000- Other Charges	\$ 4,421.00	\$ -	\$ 4,421.00	\$ -	\$ 4,421.00
6000- Materials and Supplies	\$ -		\$ -	\$ 20,000.00	\$ 20,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 54,421.00	\$ 480,579.00	\$ 535,000.00	\$ 63,538.00	\$ 598,538.00
<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>					
<p>Sample Entry</p> <p>1000 - Personnel</p>	<p>Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)</p> <p>Other Expenses</p> <p>Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>				
Expenditure Codes	Budget Narrative				

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

<p>1000 - Personnel</p>	<p>A district Office of School Improvement will be funded for \$33,500. Stipends will be provided for monthly professional development and training. The training will be aligned with results of the Academic Review Essential Actions for lesson planning and data from the Lead Turnaround Partner school profile. The stipend will be based on four additional hours per month for 8 months at \$50.00 per session ($50 \times 2 \times 8 = \\800). The total amount will be \$29,600 ($800 \times 37$ teachers). Stipends will be provided in the amount of \$36,000 for 18 teachers @ \$2000/teacher over 10 days of work to develop ten reading lesson plans and ten math lesson plans (at the level of full implementation) during the summer. Stipends will be provided to 12 school improvement team members that meet a minimum of once a month from the SIG budget ($10 \times \\$1000 = \\$12,000$). A stipend of \$3,000 will be provided for the school improvement and Indistar process manager. Tutors will be provided from SIG for \$63,570 (4 tutors in reading and math at \$21.00 per hr not to exceed 29 hrs per week) for 30 weeks. They will work specifically with tier 2 and 3 student in reading and math. OTHER Expenses: There will be stipends for (on 2 non-contract days) professional development during the summer for $\\$150 \times 35$ teachers or \$5,250 that will be funded from Title II. Title I Part A funds will be used to provide a Behavior Interventionist for \$24,360. This position will be housed at Oak Grove to provide academic and behavioral interventions for disruptive students to decrease out of school suspension rate and increase attendance and provide continuous instructional support while in the school setting. The Behavior Interventionist will work 28 hrs per week for 36 weeks. Tutors will be provided from Title I funds as needed for reading and math @ \$21.00 per hr will not exceed 29 hrs per week for \$15,000</p>
<p>2000- Personnel (Benefits)</p>	<p>SIG: Fringe benefits $\\$50,000 \times .33\% = \\$16,500$ FICA: \$8,935. Other expenses from Title I and Title II is \$4,178</p>
<p>3000- Purchased Services</p>	<p>The Lead Turnaround Partner will cost for the 2013-14 school year for each school will be \$248,474. The LTP partner will begin in mid March 2014 after approval by the school board on March 17. The LTP will provide core content specialists, leadership coaches, mentoring services, assist with asset mapping, work with school staff to increase parental involvement and to create strategies to build school and community capacity to sustain student achievement gains. The grant budget will include \$43,000 for VDOE/OSI contractor services and technical assistance. The NWEA/ MAP assessment training will be purchased to assist teachers and students build essential skills for \$16,000 from SIG. Training for parental involvement will include \$20,000 from SIG for workshops, speakers and facilities.</p>

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

4000 - Internal Services	
5000- Other Charges	Indirect cost is \$4421 @ 2.2%; Total grant \$535,000 - \$223,474 (LPT charges > \$25k code 3000) - \$18,000 (VDOE/OSI charges > \$25k code 3000) - \$4420 X 2.2% = \$4421 ICA.
6000- Materials and Supplies	Current reading scores are 37%. Extra emphasis will be given to non-fiction. Title I will provide funds for material and supplies: \$15,000 for non-fiction and leveled books to students in grades K-5. An additional \$5,000 will include a Schoolwide Reads Book Give-Away distribution that will occur in the fall (2,000 books will be purchased for distribution). Total Title I funds for materials and supplies = \$20,000.
8000- Equipment Capital Outlay	

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:	Oak Grove Elementary School				
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ 33,500.00	\$ 94,501.00	\$ 128,001.00	\$ 39,610.00	\$ 167,611.00

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

2000- Personnel (Benefits)	\$ 16,500.00	\$ 7,164.00	\$ 23,664.00	\$ 3,825.00	\$ 27,489.00
3000- Purchased Services	\$ -	\$ 377,617.00	\$ 377,617.00	\$ -	\$ 377,617.00
4000 - Internal Services		\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ 5,718.00	\$ -	\$ 5,718.00	\$ -	\$ 5,718.00
6000- Materials and Supplies	\$ -		\$ -	\$ 20,000.00	\$ 20,000.00
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 55,718.00	\$ 479,282.00	\$ 535,000.00	\$ 63,435.00	\$ 598,435.00
Narrative Description: n: For each					
Sample Entry 1000 - Personnel	Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG) Other Expenses Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)				
Expenditure Codes	Budget Narrative				

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

<p>1000 - Personnel</p>	<p>A district Office of School Improvement will be funded for \$33,500. Stipends will be provided for monthly professional development and training. The training will be aligned with results of the Academic Review Essential Actions for lesson planning and data from the Lead Turnaround Partner school profile. The stipend will be based on four additional hours per month for 8 months at \$50.00 per session ($50 \times 2 \times 8 = \\800). The total amount will be \$29,600 ($800 \times 37$ teachers). Stipends will be provided in the amount of \$28,000 for 14 teachers @ \$2000/teacher over 10 days of work to develop ten reading lesson plans and ten math lesson plans (at the level of full implementation) during the summer. Stipends will be provided to 10 school improvement team members for monthly meetings a minimum of once a month from the SIG budget ($10 \times \\$1000 = \\$10,000$). Tutors will be provided from SIG for \$23,901 (4 tutors in reading and math at \$21.00 per hr not to exceed 29 hrs per week) for 30 weeks. They will work specifically with tier 2 and 3 student in reading and math. A stipend of \$3,000 will be provided for the school improvement and Indistar process manager. OTHER Expenses: There will be stipends for (on 2 non-contract days) professional development during the summer for 150×35 teachers or \$5,250 that will be funded from Title II. Title I Part A funds will be used to provide a Behavior Interventionist for \$24,360. This position will be housed at Oak Grove to provide academic and behavioral interventions for disruptive students to decrease out of school suspension rate and increase attendance and provide continuous instructional support while in the school setting. The Behavior Interventionist will work 28 hrs per week for 36 weeks. Tutors will be provided from Title I funds as needed for reading and math @ \$21.00 per hr will not exceed 29 hrs per week for \$10,000;</p>
<p>2000- Personnel (Benefits)</p>	<p>Fringe benefits $50,000 \times .33\% = \\$16,500$ FICA is \$7,164. Other FICA from Title I and Title II is = \$3,825</p>

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

<p>3000- Purchased Services</p>	<p>The Lead Turnaround Partner will cost for the 2013-14 school year for each school will be \$308,617. The LTP partner will begin in mid March 2014 after approval by the school board on March 17. The priority school principal has researched this model but will work with the LTP if another model is recommended that will target the same areas. The LTP will provide core content specialists, leadership coaches, mentoring services, assist with asset mapping, work with school staff to increase parental involvement and to create strategies to build school and community capacity to sustain student achievement gains. The grant budget will include \$43,000 for VDOE/OSI contractor services and technical assistance. The NWEA/ MAP assessment training will be purchased to assist teachers and students build essential skills for \$16,000 from SIG. Funds (\$10,000 from SIG will also provide workshops, speakers and facilities to support parental involvement.</p>
<p>4000 - Internal Services</p>	<p style="background-color: #FFC0CB;"> </p>
<p>5000- Other Charges</p>	<p>Indirect cost is \$5718 @ 2.2%; Total grant \$535,000 - \$283,617 (LPT charges > \$25k code 3000) - \$18,000 (VDOE/OSI charges > \$25k code 3000) - \$5715 X 2.2% = \$5718 ICA.</p>

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

<p>6000- Materials and Supplies</p>	<p>Current reading scores are 41%. Extra emphasis will be placed on non-fiction reading. Title I funds will provide Material and supplies = \$15,000 to provide non-fiction and leveled books to students in grades K-5. An additional \$5,000 will include a Schoolwide Reads Book Give-Away distribution that will occur twice a year (3000 books will be purchased for distribution). Total for materials and supplies = \$20,000.</p>
<p>8000- Equipment Capital Outlay</p>	

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

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

	0	1003(a)	0	1003(g)		
Name of School 4: 0						
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses	
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -	
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ -	\$ -	\$ -	\$ -	
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					
1000 - Personnel						

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

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

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

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

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

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

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

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

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

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

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

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

Summary Year 1		All Schools			
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ 100,500.00	\$ 345,405.00	\$ 445,905.00	\$ 133,580.00	\$ 579,485.00
2000- Personnel (Benefits)	\$ 49,500.00	\$ 21,913.00	\$ 71,413.00	\$ 12,181.00	\$ 83,594.00
3000- Purchased Services	\$ -	\$ 1,072,075.00	\$ 1,072,075.00	\$ -	\$ 1,072,075.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ 15,607.00	\$ -	\$ 15,607.00	\$ -	\$ 15,607.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ 70,430.00	\$ 70,430.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 165,607.00	\$ 1,439,393.00	\$ 1,605,000.00	\$ 216,191.00	\$ 1,821,191.00
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	\$ -	\$ -	\$ -	\$ -	\$ -
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ -	\$ -
Summary Year 3		All Schools			
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ -	\$ -
3000- Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -

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

6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ -	\$ -
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	\$ 100,500.00	\$ 345,405.00	\$ 445,905.00	\$ 133,580.00	\$ 579,485.00
2000- Personnel (Benefits)	\$ 49,500.00	\$ 21,913.00	\$ 71,413.00	\$ 12,181.00	\$ 83,594.00
3000- Purchased Services	\$ -	\$ 1,072,075.00	\$ 1,072,075.00	\$ -	\$ 1,072,075.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ 15,607.00	\$ -	\$ 15,607.00	\$ -	\$ 15,607.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ 70,430.00	\$ 70,430.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 165,607.00	\$ 1,439,393.00	\$ 1,605,000.00	\$ 216,191.00	\$ 1,821,191.00

Blackwell

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

The school division must assure that it:

1. Ensures schools receiving funds implement one of the four USED models or USED turnaround principles.

2. Uses its funds to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements, to include all requirements of the USED turnaround principles:

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

3. Uses *Indistar*™, an online school improvement tool:

- Establishes annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
- Documents and describes each action to be implemented, who is responsible and date by which action will be completed.
- Collects meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice.
- Sets leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
- Completes an analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school.

<p>4. Follows Virginia's state requirements for teacher and principal evaluation under the <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Virginia Standards for the Professional Practice of Teachers</i> and the <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals</i>.</p>
<p>5. Uses an electronic query system to provide principals with quarterly data needed to make data driven decisions at the school-level (see Web site: http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml). High schools not meeting the Federal Graduation Indicator (FGI) rate may use the Virginia Early Warning System (VEWS) in lieu of the Virginia Dashboard (Datacation). (http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml)</p> <p>Data points should include, at minimum:</p> <ul style="list-style-type: none"> - Student attendance by student - Teacher attendance - Benchmark results - Reading and mathematics grades - Student discipline - Phonological Awareness Literacy Screening (PALS) data (Fall and Spring) - World-Class Instructional Design and Assessment (WIDA) data for English Language Learners (ELLs) - Student transfer data - Student intervention participation by intervention type; and - Other indicators, if needed.
<p>6. Uses an adaptive reading assessment program approved by Virginia Department of Education to determine student growth at least quarterly for any student who has failed the SOL reading assessment in the previous year, a student with a disability, or an English language learner.</p>
<p>7. Uses the <i>Algebra Readiness Diagnostic Test</i> (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).</p>
<p>8. Ensures principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative.</p>
<p>9. Continues implementation of a division-level team with representatives for the following: instruction, Title I, special education and ELL (if applicable). The division team will:</p> <ul style="list-style-type: none"> • review each school's improvement plan; • ensure documentation of division support is evidenced in the school's plan; • meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report; and • assist in updating the school's plan to evidence the division's support of actions developed from analysis of data.

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10. Attends 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

4/29/19

Superintendent's Typed Name:

Dana Bedden

Blackwell

<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.

<p>4. Follows Virginia's state requirements for teacher and principal evaluation under the <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Virginia Standards for the Professional Practice of Teachers</i> and the <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals</i>.</p>
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Superintendent's Signature:

Date

Superintendent's Typed Name:

Ginter Park

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Superintendent's Signature:



Date: 4/29/14

Superintendent's Typed Name:

Dang Bedden

Oak Grove