

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

Tabs in this Excel Workbook

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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.
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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
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Submission Requirements

On January 3, 2014 , the superintendent's office must submit the application which includes this excel workbook in its entirety with all tabs completed. This should be sent via SSWS dropbox to each of the OSI staff below.
On January 31, 2014 , the superintendent's office must submit a FINAL application reflecting any requested modifications, if applicable. This should be sent via SSWS dropbox to each of the OSI staff below.

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

Kathleen Smith (kathleen.smith@doe.virginia.gov) (804) 786-5819; Janice Garland (janice.garland@doe.virginia.gov) (804) 371-6201; Beverly Rabil (beverly.rabil@doe.virginia.gov) 804 786-1062; Susan FitzPatrick (susan.fitzpatrick@doe.virginia.gov) (804) 225-2897; Selena McBride (selena.mcbride@doe.virginia.gov) (804) 371-4989
<u>Submit the application via the SSWS dropbox to the persons listed below. (The dropbox allows selection of multiple recipients.)</u>
<u>Save the file with this format for the name of the file for each submission: Division Name.Date of Submission.xls.</u>
Janice Garland, Beverly Rabil, Susan FitzPatrick, and Selena McBride

Tab 1: Division and School Information

Division Name	Richmond City Public Schools
Contact	Victoria Oakley
Address Line 1	301 North 9th Street
Address Line 2	City Hall, 17th Floor
City, VA, zipcode	Richmond Public Schools
Email Address	voakley@richmond.k12.va.us
Telephone Number	804-780-7727

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

School 1 Name	Binford Middle School	Indicate which model the school has chosen with an X.					
Principal Name	Tyrus Lyles	1	<input type="checkbox"/>	USED School Turnaround			
Address Line 1	1701 Floyd Avenue	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 23220	Indicate the source(s) of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X (one, or both).					
Email Address	tlyles@richmond.k12.va.us		<input type="checkbox"/>	1003(a)			
Telephone Number	804-780-6231		<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

Tab 1: Division and School Information

Allowable Pre-implementation Activities

Binford Middle 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. The school partners Community In Schools (CIS), Altria, Visual Arts Center of Richmond, and Big and Big Sisters of Richmond. These organizations are aligned with the school vision and mission. Each of their organization participates in before and after school. The school principal held a parent meeting to discuss school performance, intervention model, school improvement plans and remediation for reading and math to support academic achievement and school improvement.
	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 meet with VFEL, Central Administration and school principal, all deliverables and expectations will be reviewed and discussed and benchmark times will be documented; March 2014 NISL Initial training for the school principal and the district school improvement manager; March 2014 development of the memorandum of understanding with VFEL; March-April 2014 request school approval; March-April implement the selection of leadership coaches to support the development of the principal; April 2014 review report by VFEL with the School Improvement Manager; April

		<p>2014 monitoring of the language arts and math coaches; April 2014-ongoing, review of the coaching monthly reports to ensure the school is meeting growth expectations; April-May 2014 monitor the contracts and implementation of Cambridge; April 2014 conduct the school quality review for benchmark data; May 2014 School Improvement and Cambridge will develop a detailed analysis of goals; May 2014 implement Tripod student survey for baseline data; June 2014 attend training with VDOE and VFEL on the implementation of the new teacher evaluation system; July 2014 VFEL will review SOL results to determine specific goal setting for the upcoming school year; August 2014 central administration will be goal setting with the principal and sharing goal setting with VFEL; September 2014-ongoing every other monthly review with VFEL to review MOU and deliverables by the sub-contractors A weekly 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. VFEL was selected because it meets the needs of Binford and is currently working with RPS secondary priority schools. Binford's principal has been receiving technical support from VDOE and VFEL colleagues since October 2013.</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 application guidelines and external provider is documented in the proposal and a criteria used to evaluate applications has been noted.</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 is as follows: March 2014 organize with VFEL, Central Administration and school principal, all deliverables and expectations will be reviewed and discussed and benchmark times will be documented; March 2014 NISL Initial training for the school principal and the district school improvement manager; March 2014 development of the memorandum of understanding with VFEL;</p>

		<p>March-April 2014 request school approval; March-April implement the selection of leadership coaches to support the development of the principal; April 2014 review report by VFEL with the School Improvement Manager; April 2014 monitoring of the language arts and math coaches; April 2014-ongoing, review of the coaching monthly reports to ensure the school is meeting growth expectations; April-May 2014 monitor the contracts and implementation of Cambridge; April 2014 conduct the school quality review for benchmark data; May 2014 School Improvement and Cambridge will develop a detailed analysis of goals; May 2014 implement Tripod student survey for baseline data; June 2014 attend training with VDOE and VFEL on the implementation of the new teacher evaluation system; July 2014 VFEL will review SOL results to determine specific goal setting for the upcoming school year; August 2014 central administration will be goal setting with the principal and sharing goal setting with VFEL; September 2014-ongoing every other monthly review with VFEL to review MOU and deliverables by the sub-contractors A weekly report will be submitted to the school transformational team and the district school improvement manager.</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 process of recruiting and hiring the principals and staff is conducted through RPS and the external provider may offer input in the process.</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. Academic and leadership coaches are provided to schools. Professional development is provided to principals throughout the school year. In addition, the principal will attend NISL training. Moreover, through VFEL there will be instructional coaches for the teaching staff to assist in enhancing the math and reading activities through modeling, training sessions, and monitoring effective instructional strategies. The VDOE provides a facilitator to monitor the division, school, LTP partnership. They also monitor the transformational process.</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. Binford uses the tiered intervention model when offering remediation activities to students. Achieve 3000 for reading and Tenmark Math for math have been purchased. Staff is compensated for participating in professional development and for performing and working in other capacities (extended day, Saturday school etc.)</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 accommodate tiered intervention which will contribute to increased student achievement. Student achievement data is constantly reviewed through quarterly benchmark tests taken on interactive achievement, and progress monitoring is conducted bi-weekly on Achieve 3000 and Tenmark.</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 2014 leadership institute July 9 and 10 is planned to address the alignment of lesson plans and classroom observations. Teachers will work in small groups to write rigorous lesson plans.</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. VDOE will provide professional development throughout the school year and the principal is participating in NISL. The timeline is as follows: March 2014 organize with VFEL, Central Administration and school principal, all deliverables and expectations will be reviewed and discussed and benchmark times will be documented; March 2014 NISL Initial training for the school principal and the district school improvement manager; March 2014 development of the memorandum of understanding with VFEL; March-April 2014 request school approval; March-April implement the selection of leadership coaches to support the development of the principal; April 2014 review report by VFEL with the School Improvement Manager; April 2014 monitoring of the language arts and math coaches; April 2014-ongoing, review of the coaching monthly reports to ensure the school is meeting growth expectations; April-May 2014 monitor the contracts and</p>

		implementation of Cambridge; April 2014 conduct the school quality review for benchmark data; May 2014 School Improvement and Cambridge will develop a detailed analysis of goals; May 2014 implement Tripod student survey for baseline data; June 2014 attend training with VDOE and VFEL on the implementation of the new teacher evaluation system; July 2014 VFEL will review SOL results to determine specific goal setting for the upcoming school year; August 2014 central administration will be goal setting with the principal and sharing goal setting with VFEL; September 2014-ongoing every other month review with VFEL to review MOU and deliverables by the sub-contractors A weekly report will be submitted to the school transformational team and the district school improvement manager.
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 is used to create and implement assessments. We will use TracBook as the data analysis tool.
	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 timeline of the data system is described in the grant and monitored closely.
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. All activities are researched based and have been preapproved by RPS 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. Funds for professional development are described in the budget summary.
	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. Funds for professional development are described in the budget summary.
	c. The LEA pre-implementation budget includes only allowable activities.	Provide information needed to satisfy this requirement in the space below. All activities are researched based and have been preapproved by RPS and VDOE.

	<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. The budget is aligned with the school needs and funded at an adequate level.</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. Activities are aligned with Indistar and the established school objectives and goals</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 is documented in the grant application.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

School 1 Name:	Binford Middle 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 2015, Binford Middle School will increase achievement rate in reading to 66%. (Indicators: B3, E8, G3, H3) 2. By 2015, Binford Middle School will increase the achievement rate in math to 64%. (Indicators: B3, G3, G4, H3) 3. By 2015, over 50% of the parents of Binford Middle School will be registered members of the school's PTA. (Indicators: J3, D3,) 4. By the end of 2014, the school will increase community partnerships by five partners. (Indicators: D5, J3)</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?</p>	<p>a. Fresh/vibrant bulletin boards, cleaned walls and carpets, posted vision statement on the walls. (Indicator: D5) b. The faculty assisted in writing the vision statement. They also participated in exciting team building activities that led to open and courageous conversations. (Indicator: D2) c. Nothing was unsuccessful.</p>
<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>It will always be a challenge to keep the staff excited about teaching and keeping the instruction full of rigor. Some barriers that may occur are: a. Lack of cohesiveness among staff b. Students that come from all elementary schools could be an issue c. New assistant principal d. Disportionate number of students with disabilities e. Lack of placement for students with serious disciplinary infractions(Indicators: D6, I5)</p>

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<p>PROCESS STEPS / ATMOSPHERE OF CHANGE</p> <p>1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders?</p> <p>b. How are decisions communicated with all staff and/or stakeholders?</p>	<p>The district staff is responsible for communicating the need for transformational change to the school board and over-all community. District staff that is responsible for the core subject areas and Exceptional Education will be members of the District Transformational Team with the School Improvement Director and the Academic Chief Officer. The responsibility of the team members is to assist the school with the transformational efforts by providing personnel, financial and professional development as needed as well as communicating decisions to the school and community through the School Board meetings. The core subject area specialists will also assist in observing classrooms and ascertaining the needs for the instructional staff. They will also provide additional resources for the school to assist with the transformational endeavors. The secure input from the school's Leadership Team as it relates to decisions and shares them with the District staff/Transformational Team. The school's leadership team is responsible for securing input from the instructional staff and share it with the Leadership Team members at their meetings. They are also responsible for communicating the decisions that are made by the Leadership Team to the instructional staff. Binford's Leadership Team consists of the principal, assistant principal, content/grade level representatives, guidance, district representatives, district content specialists, Special Education, Title I representative, and Literacy and Math coaches. They are the decision making body of the school that meet bi-monthly to discuss, review, and analyze data to determine instructional focus and strategies. 1b. Leadership Team members are responsible for receiving and disseminating information to their colleagues. Decisions are also shared at faculty and instructional meetings, weekly updates, PTA, Partnership meetings, newsletters, instant alerts and parent links. The school transformation team shares their instructional decisions and plans with their division contact who in turn provides information to the School Board. (Indicators: G5, K2)</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>Responsibilities are assigned by school administrators based on the interest and expertise of the team members. They are determined based on leadership skill, content area expertise, as well as assigned indicator tasks from INDISTAR. (Indicator: K1, G5)</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>Literacy and Math coaches provide feedback. The school based 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 do not seem to be working, the "Instructional Support Team" personnel makes suggested revisions to the school administrators. The Leadership Team's recommendations are considered when any revisions relative to instruction are made. 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 is more than an individual concern, professional development is provided. If data warrants, strategies are discontinued. Indicators: H2, I1-I3)</p>

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<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)</p>	<p>The triangulation of data is used to include Gates MacGinitie, SOL scores, Benchmark Assessments, report card grades, and Achieve 3000. In math, Algebra Readiness, SOL scores, formative assessments, Benchmark assessments, and progress monitoring by the teachers are used. The data is reviewed by the instructional leadership team. The classroom teacher determines which tiered intervention strategies students will receive. In addition, students are given additional support in reading and math by meeting the accommodations outlined in their Individualized Education Plan (IEP). (Indicator H2)</p>
<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	<p>Students identified as Tier I are given formative assessments. They plan whole group and provide small group instruction to better accommodate their needs. (Indicators: TA02, K9, K5, K7) 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 weaknesses. 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 Instructional 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 detailed analysis of the data are reviewed with teachers to support individualized instruction to meet student needs. (Indicators: K5, K6)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. (Indicators: TA02, K9, K5, K7) B. Formative assessments-Content teachers work together to develop common assessments and review them for rigor and fidellity. 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 assesssments 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 fo the data is done and reviewed with teachers to support individualized insttuction to meet student needs. (Indicators: K5, K6)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. (Indicators: TA02, K9, K5, K7) B. Formative assessments-Content teachers work together to develop common assessments and review them for rigor and fidellity. 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 fo the data is done and reviewed with teachers to support individualized insttuction to meet student needs. (Indicators: K5, K6)</p>

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<p>3. How does student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p>	<p>Teachers were trained in the new teacher evaluation system. All principals are trained on how to work with teachers in developing goal setting standards. Standard 7 is based upon 40% of student performance. Teachers review data on a weekly basis to determine if students have mastered skills taught. The teachers use benchmark and bi-weekly assessments to support goal setting for Standard 7. We use the following programs in these content areas: English: Acheive 3000 Math: Ten Marks (Indicator: H4)</p>
<p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>The school parnters with Community In Schools (CIS) , Altria, Visual Arts Center of Richmond, and Big and Big Sisters of Richmond. These organizations are aligned with the school vision and mission. Each organization participates in before and after school remediation for reading and math.(Indicators: D3, J3)</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>The LTP is Virginia Foundation for Educational Leadership (VFEL) which will support the division in providing resources and support for instructional reform that address the specific AMO needs of math and reading at Binford Middle School. Through VFEL, there will be instructional coaches for the teaching staff to assist in enhancing the math and reading activities through modeling, training sessions, and monitoring effective instructional strategies. The VDOE provides a facilitator to monitor the division, school, LTP partnership. They also monitor the transformational process. (Indicators: 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>The school continues to work in collaboration with the PTA to improve parental involvement and assure that parents are informed and involved in the improvement process. Coffee and Teas, weekly updates, PTA, Partnership meetings, newsletters, instant alert and parent links are used to share instructional information with the parents. Parents' input as it relates to the design and implementation of intervention strategies for students will be secured through the PTA, Title I parent meetings, surveys, and parent conferences. (Indicator: 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>The Human Resource specialist screens all applicants to ensure that they meet the minimum requirements. Applicants take an on-line urban perceiver to identify their ability to work in an urban setting. Applicants are then sent out to be interviewed by the administrator. The teachers' credentials and exxperience are considered when placing applicants with the students. (Indicator: H1)</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>The school administrator collaborates with teachers to set goals. Progress is monitored on a monthly basis. A mid-year review of the teacher's goal and progress is completed and if necessary additional assistance is provided by administration and/or Instructional Support Team. (Indicators: H1, I1)</p>
<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates. b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	<p>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, on the website, via media sources 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 of a teacher. (Indicators: H10 , I3 and I9)</p>
<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>The principal reports to the Executive Director of Secondary Instruction. The director and principal collaborate on goal setting procedures. A formal observation process conducted by the Executive Director of Secondary Education through an internal monthly accountability procedure, Instructional Support Team visits. These visits assist in determining the administrators ability to follow-up on recommendations made by the Instructional Support Team. (Indicator H4)</p>

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<p>5. How do you define the relationship between the state contractor, lead turnaround partner or internal lead partner, and the principal? How can it be improved? (Applies to continuation applications ONLY)</p>	
<p>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 administrator has established a School Leadership Team that participates in all decisions related to school improvement efforts. The team is comprised of the principal, assistant principal, content and grade level representatives, guidance, district representative, content specialist, Special Education and Title I representative, Literacy and Math coaches. The LTP is Virginia Foundation for Educational Leadership (VFEL) which will support the division in providing resources and support for instructional reform that address the specific AMO needs of math and reading at Binford Middle School. Through VFEL, there will be instructional coaches for the teaching staff to assist in enhancing the math and reading activities through modeling, training sessions, and monitoring effective instructional strategies. The VDOE provides a facilitator to monitor the division, school, LTP partnership. They also monitor the transformational process. The work of the School Leadership Team is driven by the building needs as identified through data analysis. The team meets to discuss progress towards completing the goals in the plan. (Indicator: D1, D2, D3, D4,)</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>The barriers include teacher turnover, human resource policies, and the division discipline policy. There is a need for additional technology to provide more opportunities for student growth. The Chief Academic Officer and the Title I Director are working together to order needed technology. A Human Resource committee has been formed at the district level to research and develop incentives for teachers to remain with the system as well as placing teachers in "at risk" schools. (Indicators: D6, 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>The central administration will look at all funding streams to secure adequate funding for needed interventions and incentives. Central office leaders will still provide on-going support to the schools' administrators and Leadership Teams by making school visitations through the Instructional Support Team (IST) and attend the school's leadership team meetings. The IST visits will continue to be conducted on a regular basis and will consist of looking at data and making classroom observations to discuss the strengths and concerns of the schools and needed assistance for the school. The District will continue support by offering effective leadership and instructional training to administrators and teachers all during the year. The use of the Leadership Team will continue in assisting with the developing, implementing, monitoring and evaluating the school's plan. Decisions will be based on school data. The district will encourage the school staff to utilize the resources available on the state website as well as participate in the Virginia Department of Education webinars that are focused on effective transformational strategies. (Indicators: H13, J3)</p>
<p>2. What supports from the state would be the most helpful?</p>	<p>Training and additional funding to assist in addressing the instructional needs of students and staff. Periodic feedback on school performance will be helpful from the state. (Indicator J2)</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>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p>	<p>Response</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 *This information will be shared with USED.</p>	<p>During the 2012-2013 school year, all students received a total of 72, 000 minutes of instruction. (This accounts for extended learning time as all core classes are double-blocked, 70 minutes per day.) After school programs provides an additional 16,200 minutes per year. Summer school provides 10,800 minutes. (Indicators: J3, J4, J6, J7)</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: 248 Male: 143 Female: 105 Asian: 0 Black: 244 Hispanic: 2 White: 2 Students with disabilities: 70 Limited English proficient: 2 Migrant: 0 Homeless: 2 Economically disadvantaged: 171 </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 scores demonstrated a significant drop in pass rates across all grade levels during the 2013-2014 Virginia SOL testing session than in previous years. Specifically the scores are as follows (2011-12: 80, 2012-13:71 , and 2013-14:44),</p> <p>Area 2: Annual writing scores also demonstrated a significant drop in pass rates during the 2-12-13 Virginia SOL testing session than in previous years. Specifically, the scores by year are as follows: (2011-12: 90, 2012-13: 98 and 2013-14: 44).</p> <p>Area 3: Annual math scores in grade 6 showed a higher pass rate than in previous years (2011-12: 32, 2012-13: 17 and 2013-14: 44). Annual math scores in grade 7 and grade 8 showed significant drops during the 2011-12 testing session with no change during the latest session for grade 7 math (2011-12: 54, 2012-13: 22, and 2013-2014: 21). Only a small increase during the 2012-13 testing session was noted for grade 8 (2011-12: 70, 2012-13: 22 and 2013-14:26). The End of Course Algebra I test pass rates have been declining over the past three testing sessions as shown in the data: (2011-12 100, 2012-13:90 and 2013-2014:85).</p> <p>Area 4: Annual Science scores in grade 8 showed a significant increase in 2011 than a decrease in the 2013-14 testing session than the previous years: (2011-12: 83, 2012-13: 79, and 2013-14:52). Annual End of Course testing in Earth Science also showed improvement in 2011 than a decline in pass rate during the 2011-12 testing session as shown in the data: (2011-12: , 2011-12: 91, and 2012-13 81).</p> <p>Area 5: Annual social science/history pass rates declined and improved slightly in grade 6: (2010-11: 55, 2011-12: 45, and 2012-13: 47). In grade 7, scores improved but then significantly declined during the 2012-13 SOL testing session: (2010-11: 74, 2011-12: 82 and 2012-13: 46). In grade 8, the pass rates improved than declined: (2010-11: 69, 2011-12: 75, and 2012-13: 67). (Indicators: E8, G3., J2,K5, K6)</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>The building was designed in April 1914, which was before buildings required a Certification of Occupancy. The square footage of the building is as follows: Overall building square feet: 98,013 Cafeteria: 4,960 Auditorium: 5,066 Media Center: 1,633 Number of classrooms: 34 Cafeteria: Capacity 200, two serving lines, 14 tables, and bathrooms across from the cafeteria Media Center: 10,000 volumes, fiction, non-fiction, professional reference, print and non encyclopedias, science database, Destiny (Circulation Software), 8 work stations, 12 magazines subscriptions, reading lounge area, 200 DVD's for all subject areas, circulation desk and 2 offices. Gym: Capacity 300, wooden floors, fiber glass back boards, and removable bleachers</p>	
<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p>Binford Middle School is equipped with six computer labs, three mobile carts with thirty computers each, and Smart Boards. One hundred percent of all core teachers have a desktop computer. They also have access to an LCD projector, a Smart Board, a laptop, and a document camera. However, the building lacks effective wireless capabilities.</p>	
<p>8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade OR subject for the 2012-2013 school year. This should be an unduplicated count for each set.</p>		
<p>Set 1 Category</p>	<p>Number of Teachers</p>	<p>Percentage of All Teachers</p>
<p>Highly qualified teachers</p>	<p>33</p>	<p>97%</p>
<p>Teachers (not highly qualified)</p>	<p>1</p>	<p>3%</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

Set 2 Category	Number of Teachers	Percentage of All Teachers
Teachers with less than 3 years in grade/subject	6	17%
Number of teachers with a provisional license	4	11%

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	31	1
	2	0	32	1
	3	3	34	1
	4	2	B. 170 days	
	5	1		
	6	2		
	7	3		
Sample:	8	1		
Yrs #Instructional Staff	11	1		
0 1	12	4		
1 6	13	1		
2 4...	14	2		
	18	1		
	20	1		
b. Total number of days teachers worked divided by the number of teaching days (2012-2013).	25	1		
	26	1		
	27	1		
	28	1		
Required Elements				
Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.				
Required element	Response			

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>1. a. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively. b. Provide a timeline.</p>	<p>The 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 organize with VFEL, Central Administration and school principal, all deliverables and expectations will be reviewed and discussed and benchmark times will be documented; March 2014 NISL Initial training for the school principal and the district school improvement manager; March 2014 development of the memorandum of understanding with VFEL; March-April 2014 request school approval; March-April implement the selection of leadership coaches to support the development of the principal; April 2014 review report by VFEL with the School Improvement Manager; April 2014 monitoring of the language arts and math coaches; April 2014-ongoing, review of the coaching monthly reports to ensure the school is meeting growth expectations; April-May 2014 monitor the contracts and implementation of Cambridge; April 2014 conduct the school quality review for benchmark data; May 2014 School Improvement and Cambridge will develop a detailed analysis of goals; May 2014 implement Tripod student survey for baseline data; June 2014 attend training with VDOE and VFEL on the implementation of the new teacher evaluation system; July 2014 VFEL will review SOL results to determine specific goal setting for the upcoming school year; August 2014 central administration will be</p>
<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>The Virginia Foundation for Educational Leadership (VFEL) was selected as the Lead Turnaround Partner. They were selected because of their service to Richmond City Public Schools, Cohort III priority schools. Edison and Cambridge are vendors who will provide additional services under the VFEL contract. Prior to the selection of the LTP, the principal participated in training with Cohort III VFEL schools and the training assisted him in determining that VFEL would be the appropriate Lead Turnaround Partner. (Indicators: E1, E2, E3)</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>1. By 2015, Binford Middle School will increase achievement rate in reading to 66%. (Indicators: B3, E8, G3, H3) 2. By 2015, Binford Middle School will increase achievement rate in math to 64%. (Indicators: B3, G3, G4, H3)</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 Binford Middle 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.</p>
<p>Required Elements</p>	
<p>Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</p>	
<p>1. Steps taken to secure the continued support of the local school board for the reform model chosen</p>	
<p>2. Steps taken to secure the support of the parents for the reform model selected</p>	
<p>3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)</p>	
<p>4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model</p>	

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

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

0	1003(a)	x	1003(g)		
Name of School 1: Binford Middle 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	\$ 74,000.00	\$ 107,500.00		\$ 107,500.00
2000- Personnel (Benefits)	\$ 16,500.00	\$ 6,579.00	\$ 23,079.00	\$ -	\$ 23,079.00
3000- Purchased Services	\$ -	\$ 358,421.00	\$ 358,421.00	\$ 30,000.00	\$ 388,421.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -		\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ 11,000.00	\$ 11,000.00	\$ 15,000.00	\$ 26,000.00
8000- Equipment Capital	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 50,000.00	\$ 450,000.00	\$ 500,000.00	\$ 45,000.00	\$ 545,000.00
Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.					
Sample Entry 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 summer and 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 in order to improve student achievement in reading and math . The stipend will be based on four additional after school hours per month for 8 months at \$50.00 per session (\$50x2x8=\$800 per teacher). The total amount will be \$16,000 for 20 teachers. (800 x20 teachers). Stipends will be provided for 10 teachers @ \$2000/teacher over 10 days of work to develop ten reading lesson plans (at the level of full implementation) during the summer at a cost of \$20,000. Stipends will also be provided for 10 teachers @ \$2000/teacher over 10 days of work to develop ten math lesson plans (at the level of full implementation) during the summer at a cost of \$20,000. Stipends for 15 staff members to serve on the School Transformational Team meeting at a minimum monthly @ \$1,000 x 15 = \$15,000; \$3,000stipend for school improvement/IndiStar process manager. Indicators: A2, B4, D7, E6, E7, F1, F2, TA02;</p>
<p>2000- Personnel (Benefits)</p>	<p>FTE staff @ .33% fringe benefits, including insurance coverage, FICA, Workman's Comp = \$16,500; FICA for stipends = \$6,579</p>
<p>3000- Purchased Services</p>	<p>VDOE/OSI contractor(s) and technical assistance @ \$43,200. Tripod is a student survey through Catapult that addresses school culture and climate at\$4,200. SQR is a needs assessment administered by Catapult that identifies strenghts and weaknesses and provides data used to establish building goals at \$18,000. NISL is 26 training sessions provided for the principal and the School Improvement Manager throughout the year at \$17,200. The MWEA provides the map assessment that reports student growth data at pre, middle and end of year at \$18,332. VFEL is the led turn around partner at a cost of \$74,737. Two Catapult coaches (Reading and Math) at 32 hours per week with total cost of \$95,000. A leadership coach will be hired to monitor the implmentation of the NISL principles and to coach the principal on how to be an effective instructional leader at \$60,000. Parental involvement initiatives including workshops and speakers at a cost of \$27,752. Funded through Title I - Achieve 3000 and Ten Marks math = \$30,000</p>
<p>4000 - Internal Services</p>	
<p>5000- Other Charges</p>	

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

<p>6000- Materials and Supplies</p>	<p>Parent involvement materials and supplies to include books, brochures, and other SOL related materials = \$11,000 Indicators: J3, J4 10, D1, H1, H2, H3, H7, H17, J3, J4, K5 Math Manipulatives and Leveled readers = \$15,000 funded by Title I</p>
<p>8000- Equipment Capital Outlay</p>	

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

Summary Year 1		All Schools			
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ 33,500.00	\$ 74,000.00	\$ 107,500.00	\$ -	\$ 107,500.00
2000- Personnel (Benefits)	\$ 16,500.00	\$ 6,579.00	\$ 23,079.00	\$ -	\$ 23,079.00
3000- Purchased Services	\$ -	\$ 358,421.00	\$ 358,421.00	\$ 30,000.00	\$ 388,421.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ 11,000.00	\$ 11,000.00	\$ 15,000.00	\$ 26,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 50,000.00	\$ 450,000.00	\$ 500,000.00	\$ 45,000.00	\$ 545,000.00
Summary Year 2		All Schools			
Expenditure Codes	Division-Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
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	\$ 33,500.00	\$ 74,000.00	\$ 107,500.00	\$ -	\$ 107,500.00
2000- Personnel (Benefits)	\$ 16,500.00	\$ 6,579.00	\$ 23,079.00	\$ -	\$ 23,079.00
3000- Purchased Services	\$ -	\$ 358,421.00	\$ 358,421.00	\$ 30,000.00	\$ 388,421.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ 11,000.00	\$ 11,000.00	\$ 15,000.00	\$ 26,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 50,000.00	\$ 450,000.00	\$ 500,000.00	\$ 45,000.00	\$ 545,000.00

Tab 12: Assurances

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

Tab 12: Assurances

4. Follows Virginia's state requirements for teacher and principal evaluation under the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Virginia Standards for the Professional Practice of Teachers* and the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*.
5. Uses an electronic query system to provide principals with quarterly data needed to make data driven decisions at the school-level (see Web site: http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml). High schools not meeting the Federal Graduation Indicator (FGI) rate may use the Virginia Early Warning System (VEWS) in lieu of the Virginia Dashboard (Datacation). (http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml)
- Data points should include, at minimum:
- Student attendance by student
 - Teacher attendance
 - Benchmark results
 - Reading and mathematics grades
 - Student discipline
 - Phonological Awareness Literacy Screening (PALS) data (Fall and Spring)
 - World-Class Instructional Design and Assessment (WIDA) data for English Language Learners (ELLs)
 - Student transfer data
 - Student intervention participation by intervention type; and
 - Other indicators, if needed.
6. Uses an adaptive reading assessment program approved by Virginia Department of Education to determine student growth at least quarterly for any student who has failed the SOL reading assessment in the previous year, a student with a disability, or an English language learner.
7. Uses the *Algebra Readiness Diagnostic Test* (ARDT) for all schools with grade 5 or higher for all students who have failed the SOL mathematics assessment in the previous year, a student with a disability, or an English language learner (fall, mid-year, and spring at minimum).
8. Ensures principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative.
9. Continues implementation of a division-level team with representatives for the following: instruction, Title I, special education and ELL (if applicable). The division team will:
- review each school's improvement plan;
 - ensure documentation of division support is evidenced in the school's plan;
 - meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report; and
 - assist in updating the school's plan to evidence the division's support of actions developed from analysis of data.

Binford

- 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:

Dana Bedden

Date

4/29/14

Superintendent's Typed Name:

Dana Bedden

Binford