

Tab 1: Division and School Information

Division Name	Buckingham County Public Schools
Contact	Thelma Llewellyn
Address Line 1	15595 W. James Anderson Hwy.
Address Line 2	
City, VA, zipcode	Buckingham, VA 23921
Email Address	llet@bcpschools.org
Telephone Number	434-969-6100

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

School 1 Name	Buckingham Primary School	Indicate which model the school has chosen with an X.			
Principal Name	Pennie Allen	1	<input type="checkbox"/>	USED School Turnaround	
Address Line 1	128 Frank Harris Road	2	X	USED Transformation Model	
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode	Dillwyn, VA 23936	Indicate the source of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X.			
Email Address	pallen@bcpschools.org		X	1003(a)	
Telephone Number	434-505-0001			1003(g)	
NCES ID #: 5.10054E+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
		X	Cohort IV	<input type="checkbox"/>	Cohort V
		Indicate this school's tier with an X.			
		X	Tier I	<input type="checkbox"/>	Tier II
				<input type="checkbox"/>	Tier III

School 2 Name	Buckingham Elementary School	Indicate which model the school has chosen with an X.			
Principal Name	Cindy O'Brien	1	<input type="checkbox"/>	USED School Turnaround	
Address Line 1	52 Frank Harris Road	2	X	USED Transformation Model	
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode	Dillwyn, VA 23936	Indicate the source of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X.			
Email Address	cobrien@bcpschools.org		X	1003(a)	
Telephone Number	434-505-0000				

Tab 2: School 1 Reflections and Planning and Required Elements

School 1 Name:	Buckingham Primary 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 2014-2015 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 Spring 2014-2015 assessment year, Buckingham Elementary will increase all students subgroup pass rate on reading from 59% to 70%) as measured by the Virginia Standards of Learning assessments 3rd grade assessment since it is a paired school. 2. By Spring 2014-15 assessment year, Buckingham Primary will increase the all students subgroup in math from 50% to (60%) as measured by the Virginia Standards of Learning assessment for 3rd grade since it is a paired schools.</p>

Tab 2: School 1 Reflections and Planning and Required Elements

<p>School Climate:</p> <p>1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year?</p> <p>b. What were the most successful strategies used to change the school climate?</p> <p>c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	<p>a. The climate has improved through better behavior management with the use of a behavior coach and better administrative discipline techniques. There is also a feeling of unity with the Priority School activities that have been held such as Pastor breakfast, support team breakfast, bus driver breakfast, and purchase of Priority t-shirts for all employees and students with a rollout activity. It has improved as we worked through the school improvement process and teachers gained knowledge and understanding of the direction we are moving in. The school is a safe place but has improved by getting a state policeman to go there once a week and having a school safety audit which has increased the awareness of security.</p> <p>b. Strategies that have been used to change the school climate have been to display student work throughout the building creating a sense of pride. Students in each class also did a Priority bulletin board outside of their classrooms. Students have been taught what priority means and are proud that they are a priority. The use of word "Priority" has been turned into something positive. Transformational team meetings have given teachers a voice in the process and has been received very favorably. Teachers are being empowered to be leaders through reading. The Leader in Me by Stephen Covey. We are also recognizing teachers with Wise Owl for coming up with good ideas. Adding I Ready in Reading and Math has given the teachers better feedback on how they can impact student learning through remediation.</p> <p>c. Instead of focusing on negative behaviors teachers are learning that in order to make changes they need to change to promoting the positive and recognizing student achievement. In the areas of special education they have gone away from teaching by grade level and focused more on student academic need and a team approach. We are implementing the token economy behavior system. One thing that we feel has been unsuccessful has been the use of self contained clases for our disabled students and are pushing for more collab classes. Another change is that we will be doing IReady assessments during work stations (resource time) and will not be interrupting reading instruction for testing.</p>
<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>You always have negative people but we are trying to involve them and enlist their help.</p>

Tab 2: School 1 Reflections and Planning and Required Elements

<p>PROCESS STEPS / ATMOSPHERE OF CHANGE</p> <p>1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders?</p> <p>b. How are decisions communicated with all staff and/or stakeholders?</p>	<p>a. At faculty meetings they share. Team members take information back to their team during collaborative planning. A survey has been done to get their input.</p> <p>B. Daily emails are sent from principal. Newsletters are sent twice a month to parents. Met with bus drivers to share information. Presenting at January school board meeting. Kicking off campaign with T-shirts signs. The radio is being used. The law enforcement officials came into present certificates. Principal met with paras support staff to inform about school improvement and how they can help. Indistar A-1, D-1, D-2, D-3, D-4</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>2 Are Wise Ways Wizards, they get information out to team to read.</p> <p>1 is the process manager that keeps minutes of meeting.</p> <p>1 is the time keeper. 1 is an encourager and starts the meetings with something positive. Indicators are divided and drafts are brought to meetings. Indistar A-1</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>The assessments used for student achievement goal setting are the same assessments used for progress monitoring of tiered instruction, quarterly data reports and school goal achievement setting. As a result of this alignment, student achievement goal setting drives classroom instruction and interventions. Monitoring - Spreadsheets for each are kept. The teacher instructional team look over the data. Instructional decisions and adjustments are made. Students are referred for small group remediation using RTI mode. Indistar B-3, B-5, D-7</p>
<p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)</p>	<p>Multiple tools are used to identify students for additional support in reading and math. iReady Diagnostic is a universal screening tool that is used to identify students' Reading and Math levels, as well as weaknesses, in grades K-5, PALS in a universal screening tool used to identify students' weaknesses, in grades K-3 for reading interventions. Both of these assessments are administered to all students three times a year and used for progress monitoring throughout the year for those students identified as needing additional support. The teacher looks at student's grades, data, and performance (PALs, benchmarks, classroom assessments). The reading specialist has a form that is filled out for remediation in reading and math. Small group remediation is done and progress monitored.</p>

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>Teachers differentiate the learning for students through the use of learning centers as well as computer adaptive learning support programs such as iReady. While both of these structures are in place, they both need to be further developed. The differentiation in the learning centers needs to be refined to be more targarted based on the data. Also, the computer adaptive learning needs to be implemented with fidelity. Preassessments are developed by the teachers to gather data to be used to plan for differentiated Tier 1 instruction, with unit assessments created to monitor student learning and progress. Informal Common Formative assessments are used throughout instruction to guage students' understanding. The alignment of the assessments to the standards and the adjustment of instruction based on the informal assessments continue to be a concern.</p>
<p>3. How does student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p>	<p>For K-2 teachers use PALS data for goal setting. For example K-letter recognition, rhyme; grade 1 - site word fluency and comprehension; grade 2 - word study and spelling development. Math - grade 2 teacher made common cummulative assessments given three times per year. Students are expected to increase by 40 points from beginning to end of year. Results from these assessments drive classroom instruction. Indistar K-4, K-5, K-6, K-7, K-8.</p>
<p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>We are making the Community Organizations aware of the need for change. We are having activities that bring the community organizations in and are involving them in activities such as law enforcement giving perfect attendance certificates as incentive to increase attendance/decrease truancy, active senior group is volunteering, veterans day program with veterans, Longwood students helped with Fall Festival. Indistar J-3</p>

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<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	<p>Cambridge is our external partner. The external partner will continue to help lead the re-creation of our written curriculum. Last year they focused on administrative coaching and this year they will continue that and add math and reading in-class coaching to align instruction to the standards and to provide increased engagement strategies. Differentiation, Teacher Directive Instruction, Cooperative Groups, and Questioning Strategies will be areas of focus this year. They will offer training/coaching in areas identified as a need. They will assist the school with gathering and analyzing data. They will help us engage the families and community to support our instructional focus. They will also help us to identify positive things that teachers should be rewarded for. Indistar E-5</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 principal meets with the executive PTO meeting. Title I workshops are held and parents are given surveys to provide input. Benchmark progress workshops are held. Parents are notified of progress made throughout the school improvement process through letters and Family Fun Night events at the school. The superintendent gives an instructional update at every school board meeting. The press is there and puts it in the local newspaper. The superintendent does a Blog on our website to keep parents informed on progress and activities. The external partner will work with the school to develop a parental involvement plan. Indistar J-3, J-6</p>
<p>STAFFING & RELATIONSHIPS 1. What process is used to assign teachers to positions, classes and grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p>	<p>The data is looked at, assignments are made based on where teachers perform best. Teachers that have Masters in reading are put with Kindergarten and first grade students for good reading foundation. Indistar I-2, I-3, I-4, I-5, I-6, I-7</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>There is a schedule of observations for a year. Probationary teachers have to turn in documentation log by mid year. The principal meets with the teachers to discuss mid year logs. The principal evaluates probationary teachers annually. Continuing contract teachers are evaluated at least once every three years, more often if a teacher is identified as needing improvement. All teachers receive informal feedback after observations and walk-throughs or instructional rounds. Principal makes recommendation to the superintendent in regards to continuing employment.</p>

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<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.</p> <p>b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	<p>a. The Wise Owl award is given to teachers that are doing things to increase student performance. Teachers whose students are making good gains are given more responsibility and asked to share with staff.</p> <p>B. During post conferences you list strengths and weaknesses. You give them questions for thought. You give them things to read. You get them to observe other teachers and get teachers to observe them. We offer inclass behavior coaching when needed. Teachers are identified as needing support based on principal observations, instructional rounds data, and student performance data. The administrator then works with identified teachers to develop either a coaching or improvement plan. Professional development is then provided through coaching, attendance at workshops and conferences based on the determined need. Principals continue to monitor classroom for implementation of recommendations.</p>
<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>The superintendent evaluates the principal. He reviews the principal's goals and data. He visits the school at least monthly. The teachers do a survey of the principals strengths and weaknesses. The superintendent reviews the principal's goals and data.</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>We have built a strong relationship between the partners. We meet regularly and keep each other informed on all relevant educational matters. In order to improve things we have moved the lead turnaround partners office to a new location where he will be more available to the teachers.</p>

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<p>DECISION-MAKING PROCESS & AUTONOMY</p> <p>1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p>	<p>We have a district leadership team led Dr. Snead, Superintendent. We have a school transformational team that provides input to the division team. The principal leads this team of teacher leaders with the representatives from the division level attending and these representatives are able to make decisions and fast track needs. They work on raising employees up and empowering them to help with the discisions and improvement process. The School Leadership Team with support of central office personnel analyze both qualitative and quantitative data to set goals for improvement. The team uses indistar indicators, set goals based on these assessments, and develop action steps to reach these goals. The school leadership team gathers input from their colleagues to develop a strategic vision and plan are finalized they are shared at parent meetings and with the school board. The principal and the internal Lead Partner develop abudget based on goals for the school improvement plan and presents the budget to the</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>One of our barriers is the lack of clarity of the state teacher evaluation system. To remedy this we are attending technical assistance training, will provide PD with our staff. We are also using Talent Ed assist with organization, timelines and etc. We have also hired a full-time assistant principal to help with evaluations.</p>

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<p>PHASE OUT PLANNING</p> <p>1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p>	<p>a) The school improvement team approach/process should continue. We need to continue meeting as a team to monitor instruction and looking at data and trying interventions should continue. The majority of the funds up front will go towards funding the Lead Turnaround Partner, The goal for LEA is to build capacity to continue the progress and strategies learned from th LTP to achieve sustainability. We plan to sustain the curriculum work, tutoring and purchase of technology through Title funds, VPSA, and local funds. Division funds are being allocated to support additional personnel at this school to ensure sustainability. We have added a division instructional coach. This coach is helping by learning to monitor and do inclass coaching which should help with sustainability later. b) We will do a lot of hours up front and then phase them out. We will have teachers training teachers and we will raise our teachers up to be leaders. We will have a stronger mentor/teacher program. We plan to have two successful veteran teachers from the school to lead the mentor teacher program. They will be in the building to support the new teachers on a daily basis and will be allotted time to meet with the teachers daily to support them. The mentor teachers will work with the new teachers to help them with strategies andn procedures that help sustain student achievement. We will offer sustained professional development. We will purchase technology and have training for teachers. All teachers and students</p>
<p>2. What supports from the state would be the most helpful?</p>	<p>The state can support us with ongoing training and teachers knowing how to use the state website as a resource.</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 (2012-2013 and 2013-2014) 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 2013-2014 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 2014-2015 *This information will be shared with USED.</p>	<p>All students attended school for 2013-2014 for 335 minutes per day. Additional learning time planned for the 2014-2015 included 15 extra minutes, bringing the total to 350 instructional minutes per day. Total minutes for the school year went from 60,300 to 63,000 for the regular school day, which is an increase of 2,700 minutes for the school year. Before and afterschool learning opportunities have been offered to all students for 75 minutes per day for 180 days which totals 13, 500 minutes. All buses arrive by 8:00 a.m. Teachers teach to the bell 8:15 to 3:05. We worked with Dr. Retting, Scheduling specialist to fully implement 45 min. response to intervention block in reading and mathematics. We are using a peer observation tool to document and improve full use of instructional minutes. We work with Cambridge on curriculum alignment and Harry Wong’s First Days of School to further define the role of establishing firm rules and procedures.</p>

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<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: 529 Male: 260 Female: 269 Asian: 1 Black: 206 Hispanic: 4 White: 318 Students with disabilities: 60 Limited English proficient: 0 Migrant: 0 Homeless: 0 Economically disadvantaged: 326 </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 2012-2013 and 2013-2014. (Include preliminary data for 2014-15 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>	BPS					
	2012-2013	Math	Reading	2013-2014	Math	Reading
	Gr. 3	38	54	Gr. 3	51	60
	Gr. 4	42	51	Gr. 4	70	59
	Gr. 5	47	61	Gr. 5	76	61
	Spring 2014 - PALS					
		Kindergarten	First	Second		
	Benchmark	76%	63%	62%		
	Strategic	12%	13%	18%		
	Intensive	12%	24%	20%		
Spring 2014 - iReady						
	Math	Reading				
	Tier 1 - 52%	Tier 1 - 88%				
	Tier 2 - 39%	Tier 2 - 11%				
	Tier 3 - 9%	Tier 3 - 2%				
<p>Identified areas needing improvement: A review of PALS data from Fall 2012- Spring 2013 found that specific skills are weaknesses within each grade. Based on spring testing with PALS in kindergarten, the greatest area of need of our intensive students in rhyme, beginning sound matching, concept of word, and spelling. In first grade the greatest areas of need were word recognition, oral reading, comprehension and vocabulary. In second grade, the greatest area of need among our intensive students was word recognition and spelling/word study development.</p>						

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>Buckingham County Primary School is a K-2 school with an enrollment of 529 students. The award winning LEED - Gold award was given to this modern building that uses natural daylight, learning spaces outside of traditional classrooms, and large common spaces to engage students. There are 25 classrooms (8K, 9 1st, and 8 second grade homerooms). There is a state of the art Library/Media Center that is shared with the adjoining 305 school, run by 2 librarians. There is a large screen and interactive projector in the library and a computer lab with 25 laptops. The cafeteria is a large, open, restaurant style space with an expansive view of the outdoors and an open view of the cooking areas. The areas for physical education include five playgrounds, outdoor science learning areas, a garden, and a frog bog. There are walking paths and different ecosystems with signs indicating plant and animal life. The building and grounds have multiple teaching areas. There is a large indoor multipurpose room for physical education classes.</p>	
<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p>Students use chrome books, laptops, interactive projectors, and over 99 cable TV channels to extend learning. Kindergarten students have 5 student laptops in each classroom. 1st and 2nd grade teachers have chrome books or laptops two days a week. Students use iReady in workstations in K-2. Teachers also have access to elmos and mimio projectors. Teachers all have mini ipads and laptops. Students use iReady in Reading and Mathematics.</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 2013-2014 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>29.5</p>	<p>100%</p>
<p>Teachers (not highly qualified)</p>	<p>0</p>	<p>0</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	7	23.7
Number of teachers with a provisional license	0	0
LIST the number of teachers by grade level or subject area with less than 3 years of experience (i.e., Grade 3 (2) or Gr 7 Reading/LA (1))		

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) Sample: Yrs #Instructional Staff 0 1 1 6 2 4...	Years	#of Instructional Staff	Years	#of Instructional Staff
	0	4.5 (.5 music, PE, SPED, K, 2)	23	1
	1	3 (1, SPED, 1)	25	1
	2	2 (both in 2nd)		28 1
	4	3	33	1
	5	2	36	1
	6	2		
	7	1		
	8	2		
	10	2		
	15	1		
	17	1		
	18	1		
	19	1		
b. Total number of days teachers worked divided by the number of teaching days (2013-2014).	180 30.5 278 95%	Part B total day teachers worked 190/number of teaching days 180 = 105.5%		
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.</p> <p>b. Provide a timeline.</p>	<p>Division representatives attend Transformational meetings (2 x a month)</p> <p>ITP uses checklist to monitor progress (monthly)</p> <p>Division personnel will communicate with schools weekly</p> <p>Buckingham County Schools will establish a division-level team consisting at a minimum of the Internal Lead Partner (ILP), Instructional Coach, SiG school principals, and the External LEad Partner. The team will meet monthly to monitor each school's progress toward the goals outlined in the school improvement plan. The monitoring will consist of identifying areas of strength and weakness, and to identify student progress by subgroups to ensure that adequate progress is being made towards closing achievement gaps. Division will also conduct weekly walk-throughs at the school and talk with teachers, administrators and External Lead Partner about school progress and challenges. Our intended timeline through the end of the school year is as follows:</p> <p>Our Transformation Meetings - September 30th, October 28th, November 25th, December 16th, January 27th, February 24th, March 31st, April 28th, May 26th and June 17th.</p> <p>Superintendent Leadership Team Meetings - September 9th, October 7th, November 11th, December 9th, January 13th, February 10th, March 10th, April 14th, May 12th and June 19th (Friday, 8:30 AM - 4:00 PM administrative retreat)</p>
<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>N/A</p> <p>We have our external provider.</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 Spring 2014-2015 assessment year, Buckingham Elementary will increase all students subgroup pass rate on reading from 59% to (70%) as measured by the Virginia Standards of Learning assessments 3rd grade assessment since it is a paired school.</p> <p>2. By Spring 2014-15 assessment year, Buckingham Primary will increase the all students subgroup in math from 50% to (60%) as measured by the Virginia Standards of Learning assessment for 3rd grade since it is a paired schools.</p>

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<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>At this time this division has 2 schools that are priority and the division is able to serve these schools. We have provided an additional full time assistant principal for the school. We have hired an instructional coach that will serve the division but will be spending a good portion of time helping this school. Through Title 1 we have a reading specialist and 2 paraprofessionals to help. We also have 2 PALS aides to help with reading groups and centers. Through Title VI we have a computer lab aide to help students learn to use existing and new computer programs.</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 3: School 2 Reflections and Planning and Required Elements

School 2 Name:	Buckingham 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 2014-2015 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 Spring 2014-2015 assessment year, Buckingham Elementary will increase the all students subgroup pass rate on reading to 58% to 70% as measured by the Virginia Standards of Learning assessments. 2. By Spring 2014-2015 assessment year, Buckingham Elementary will increase the all students subgroup in math from 60% to 70% as measured by the Virginia Standards of Learning assessments (which will meet the math AMO of 70%.)</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>a. It has improved as we worked through the school improvement process and teachers gained knowledge and understanding of the direction we are moving in. Teachers are now leading professional development and sharing what is working for them in their classes. Teachers have increased leadership roles in carrying out the school improvement plan and their assigned indicators. b. Transformational team, empowering teachers to be leaders, reading The Leader in Me by Stephen Covey, recognizing teachers with wise owl, adding IReady in Reading and Math. c. Focusing on negative behaviors and changing to working on promoting the positive, recognizing student achievement. The increased personnel in administration has helped with unsuccessful attempts at behavior management for the school. Teachers and administrators are continuing discipline practices and are adding student incentives. We are doing more collab for our student with disabilities because we feel they will be more successful than they are in self-contained classes. We now have a daily Rti block in which students will either have Rti or enrichment based on student needs. What we did last year was to try to pull students at different times and we feel this was not as successful as the new plan should be.</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>You always have negative people but we are trying to involve them and enlist their help.</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>a. At faculty meetings they share. Team members take information back to their team during collaborative planning. A survey has been done to get their input. B. Daily emails are sent from principal. Newsletters are sent twice a month to parents. Met with bus drivers to share information. Presenting at January school board meeting. Kicking off campaign with T-shirts signs. The radio is being used. The law enforcement officials came into present certificates. Principal met with paras support staff to inform about school improvement and how they can help. Indistar A-1, D-1, D-2, D-3, D-4</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>The two Wise Ways Wizards, send out minutes we work on, they get information out to team to read. We have a secretary takes minutes and a process manager does indistar. One is the process manager that keeps minutes of meeting. One is the time keeper. One is an encourager and starts the meetings with something positive. Indicators are</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>The assessments used for student achievement goal setting are the same assessments used for progress monitoring of tiered instruction, quarterly data reports and school goal achievement setting. As a result of this alignment, student achievement goal setting drives classroom instruction and interventions. Monitoring - spreadsheets for each are kept. The teacher instructional team look over the data. Instructional decisions and adjustments are made. Students are referred for small group remediation using RTI model. Indistar B-3, B-5, D-7</p>

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>Multiple tools are used to identify students for additional support in reading and math. Iready Diagnostic is a universal screening tool that is used to identify students' Reading and Math levels, as well as weaknesses, in grades K-5, PALS is a universal screening tool used to identify students' weaknesses, in grades K-3 for reading interventions. Both of these assessments are administered to all students three times a year and used for progress monitoring throughout the year for those students identified as needing additional support. The teacher looks at student's grades, data and performance (PALS, benchmarks, classroom assessments). The reading specialist has a form that is filled out for remediation in reading and math. Small group remediation is done and progress is monitored. Hard for us to do remediation with our aides (only two Title I, put responsibility back on teacher).</p>
<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	<p>Teachers differentiate the learning for students through the use of learning centers as well as computer adaptive learning support programs such as Iready. While both of these structures are in place, they both need to be further developed. The differentiation in the learning centers needs to be refined to be more targeted based on the data. Also, the computer adaptive learning needs to be implemented with fidelity. Preassessments are developed by the teachers to gather data to be used to plan for differentiated Tier 1 instruction, with unit assessments created to monitor student learning and progress. Informal Formative assessments are used throughout instruction to gauge students' understanding. The alignment of the assessments to the standards and the adjustment of instruction.</p>

Tab 3: School 2 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 data is looked at, assignments are made based on where teachers perform best. Teachers that have masters in reading are put with Kindergarten and fist grade students for good reading foundation. (Indistar I-2, I-3, I-4, I-6, I-7)</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>There is a schedule of observations for a year. Probationary teachers have to turn in documentation log by mid year. The principal meets with the teachers to discuss mid year logs. The principal evaluates probationary teachers annually. Continuing contract teachers are evaluated at least once every three years, more often if a teacher is identified as needing improvement. All teachers receive informal feedback after observations and walk-throughs or instructional rounds. Principal makes recommendation to the superintendent in regards to continuing employment.</p>
<p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates. b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	<p>a. The Wise Owl award is given to teachers that are doing things to increase student performance. Teachers whose students are making good gains are given more responsibility and asked to share with staff. b. During post conferences you list strengths and weaknesses. You give them questions for thought. You give them things to read. You get them to observe other teachers and get teachers to observe them. We offer inclass behavior coaching when needed. Teachers are identified as needing support based on principal observations, instructional rounds data, and student performance data. The administrator then works with identified teachers to develop either a coaching or improvement plan. Professional development is then provided through coaching, attendance at workshops and conferences based on the determined need. Principals continue to monitor classroom for implementation of recommendations.</p>

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>The superintendent evaluates the principal. He reviews the principal's goals and data. He visits the school at least monthly. The teachers do and survey of the principal. He reviews the principal's goals and data. He visits the school at least monthly. The teachers do a survey of the principals strengths and weaknesses. The superintendent reviews the principal's goals and data.</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>We have built a strong relationship between the partners. We meet regularly and keep each other informed on all relevant educational matters. In order to improve things we have moved the lead turnaround partners office to a new location where he will be more available to the teachers.</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>We have a district leadership team led by Dr. Snead, superintendent. We have a school transformational team that provides input to the division team. The principal leads this team of teacher leaders with the representatives from the division level attending and these representatives are able to make decisions and fast track needs. They work on raising employees up and empowering them to help with the discisions and improvement proces. The School Leadership Team with support of central office personnel analyze both qualitative and quantitative data to set goals for improvement. The team uses indistar indicators, set goals based on these assessments, and develop action steps to reach these goals. The school leadership team gathers input from their colleagues to develop a strategic vision and then presents the vision and the school improvement plan to the faculty for further input. Once the vision and plan are finalized they are shared at parent meetings and iwth the school board. The principal and the internal Lead Partner develop a budget based on goals for the school improvement plan the presents the budget to the Superintendent and the Financial Director. The plan is then presented to the School Board for final approval.</p>

Tab 3: School 2 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>One of our barriers is the lack of clarity of the state teacher evaluation system. To remedy this we are attending technical assistance training, and will provide PD with our staff. We are also using Talent Ed assist with organization, timelines and etc. We have also hired a full-time assistant principal to help with evaluations.</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>a. The school improvement team approach/process should continue. We need to continue meeting as a team to monitor instruction and looking at data and trying interventions should continue. The majority of the funds up front will go towards funding the Lead Turnaround Partner, The goal for the LEA is to build capacity to continue the progress and strategies learned from the LTP to achieve sustainability. We plan to sustain the curriculum work, tutoring and purchase of technology through Title funds, VPSA, and local funds. Division funds are being allocated to support additional personnel at this school to ensure sustainability. We have added a division instructional coach. This coach is helping by learning to monitor and do inclass coaching which should help with sustainability later. b. We will do a lot of hours up front and then phase them out. We will have teachers training teachers and we will raise our teachers up to be leaders. We will have a stronger mentor/teacher program. We plan to have two successful veteran teachers from the school to lead the mentor teacher program. They will be in the building to support the new teachers on a daily basis and will be allotted time to meet with the teachers daily to support them. The mentor teachers will work with new teachers to help them with strategies and procedures that help sustain student achievement. We will offer sustained professional development. We will purchase technology and have training for teachers. All teachers and students have access to educational technology programs and are using them daily. The centers have laptops where the students are supervised daily on doing remediation and enrichment activities on them.</p>

Tab 3: School 2 Reflections and Planning and Required Elements

<p>2. What supports from the state would be the most helpful?</p>	<p>The state can support us with ongoing training and teachers knowing how to use the state website as a resource.</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 (2012-2013 and 2013-2014) 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 3: School 2 Reflections and Planning and Required Elements

<p>c. Total number of minutes in the 2013-2014 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 2014-2015. *This information will be shared with USED.</p>	<p>All students attended school for the 2013-2014 school year for 335 instructional minutes per day. Additional learning time planned for 2014-2015 included 15 extra minutes, bringing the total to 350 instructional minutes per day. Total minutes for the school year went from 60,300 to 63,000 for the regular school day which is an increase of 2,700 minutes for the school year. Before and after school learning opportunities have been offered to all students for 75 minutes per day for 180 days which totals 13,500 minutes.</p> <ul style="list-style-type: none"> -All buses arrive by 8:00 a.m. -Teachers teach to the bell 8:15; dismiss at 3:05 -Worked with Dr. Retting, Scheduling Specialist to fully implement 45 minute Response to intervention Block (45 minutes in Reading and Math) -Peer Observation to document/improve full use of instructional minutes -Work with Cambridge on curriculum alignment and Harry Wong's First Days of School 																						
<p>d. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged</p>	<table border="0"> <tr> <td>Male:</td> <td style="text-align: right;">222</td> </tr> <tr> <td>Female:</td> <td style="text-align: right;">221</td> </tr> <tr> <td>Asian:</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Black:</td> <td style="text-align: right;">182</td> </tr> <tr> <td>Hispanic:</td> <td style="text-align: right;">5</td> </tr> <tr> <td>White:</td> <td style="text-align: right;">255</td> </tr> <tr> <td>Students with disabilities:</td> <td style="text-align: right;">78</td> </tr> <tr> <td>Limited English proficient:</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Migrant:</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Homeless:</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Economically disadvantaged:</td> <td style="text-align: right;">299</td> </tr> </table>	Male:	222	Female:	221	Asian:	1	Black:	182	Hispanic:	5	White:	255	Students with disabilities:	78	Limited English proficient:	0	Migrant:	0	Homeless:	0	Economically disadvantaged:	299
Male:	222																						
Female:	221																						
Asian:	1																						
Black:	182																						
Hispanic:	5																						
White:	255																						
Students with disabilities:	78																						
Limited English proficient:	0																						
Migrant:	0																						
Homeless:	0																						
Economically disadvantaged:	299																						

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 2012-2013 and 2013-2014. (Include preliminary data for 2014-15 if this is a continuation application.)</p>	<p>BES</p> <table border="1"> <thead> <tr> <th>2012-2013</th> <th>Math</th> <th>Reading</th> <th>2013-2014</th> <th>Math</th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>Gr. 3</td> <td>38</td> <td>54</td> <td>Gr. 3</td> <td>51</td> <td>60</td> </tr> <tr> <td>Gr. 4</td> <td>42</td> <td>51</td> <td>Gr. 4</td> <td>70</td> <td>59</td> </tr> <tr> <td>Gr. 5</td> <td>47</td> <td>61</td> <td>Gr. 5</td> <td>76</td> <td>61</td> </tr> </tbody> </table> <p>Combined 3-5 State Accreditation Rating Reading 56 Math 65</p>	2012-2013	Math	Reading	2013-2014	Math	Reading	Gr. 3	38	54	Gr. 3	51	60	Gr. 4	42	51	Gr. 4	70	59	Gr. 5	47	61	Gr. 5	76	61
2012-2013	Math	Reading	2013-2014	Math	Reading																				
Gr. 3	38	54	Gr. 3	51	60																				
Gr. 4	42	51	Gr. 4	70	59																				
Gr. 5	47	61	Gr. 5	76	61																				
<p>Example: 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>According to Virginia Department of Education State Accreditation report for the 2014-2015 school year, combined scores grade (3-5) on the Spring 2014 SOL tests show 56% pass rate for English and 65% pass rate for mathematics.</p> <p>According to Virginia Department of Education State AMO Detail Report. English performance shows the following gap group data for the current year - (based on data from 2013-2014)</p> <p>All students 57.5% Gap Group 1 - 48.44% Gap Group 2 - 46.29% Gap Group 3 - 40.0% (TS) Asian - 66.66% (TS) Economically Disadvantaged 48.53% Students with Disabilities 29.41% White 66.51%</p>																								
<p>Nonexample: Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</p>	<p>AMO Goals were met for English Participation. Math performance shows the following gap group data for the current year.</p> <table border="1"> <tbody> <tr> <td>All students - 60.36%</td> <td>Gap Group 1 - 51.24%</td> <td>Students with Disabilities - 30.88%</td> </tr> <tr> <td>Gap Group 2 - 49.09%</td> <td>Gap Group 3 - 57.14% (TS)</td> <td>White - 67.72%</td> </tr> <tr> <td>Asian - 100%</td> <td>Economically Disadvantaged 52.11%</td> <td></td> </tr> </tbody> </table> <p>AMO goals were met for mathematics participation. Mathematics data showed significant growth. Reading data showed some growth. Students with disabilities will be an area of focus.</p>	All students - 60.36%	Gap Group 1 - 51.24%	Students with Disabilities - 30.88%	Gap Group 2 - 49.09%	Gap Group 3 - 57.14% (TS)	White - 67.72%	Asian - 100%	Economically Disadvantaged 52.11%																
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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>August 2012 Media Center Open, bright, technology enhanced, connected to computer lab by glass bridge, organized by primary and elementary section, shared between 2 schools with 2 librarians, 20 regular ed., 1 music room, 1 art, 1 multipurpose room where structured PE takes place, 3 playground areas and athletic field. Shared media center, 4 sped, computer lab with 25 computers, 1 teacher workroom and 3 teachers planning room with 5 small breakout spaces.</p>	
<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p>Every teacher has an interactive white board, laptop and IPAD mini Students have access to laptops, chrome books, Ipads and Ipods. Each classroom has two student laptops. 1 Classroom cart of computers shared by 2 teachers.</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 2013-2014 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>25.5</p>	<p>100%</p>
<p>Teachers (not highly qualified)</p>	<p>0</p>	<p>0</p>

Tab 3: School 2 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	2	7.8
Number of teachers with a provisional license	0	0

LIST the number of teachers by grade level or subject area with less than 3 years of experience (i.e., Grade 3 (2) or Gr 7 Reading/LA (1))

Tab 3: School 2 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)	Years	#Instructional Staff	Years	#Instructional Staff	0
	.5	music	22	1	
	1	1	5th grade	26	1
	2	1	SPED	29	2
	5	2		34	1
	6	1		39	1
	7	1		40	1
Sample:	8	1			
Yrs #Instructional Staff	9	2			
0 1	10	1			
1 6	14	1			
2 4...	15	1			
	17	1			
	20	1			
	21	2			
b. Total number of days teachers worked divided by the number of teaching days (2013-2014).	Part B total day teachers worked 190/number of teaching days 180 = 105.5%				

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>Division representatives attend Transformational meetings (2 x a month)</p> <p>ITP uses checklist to monitor progress (monthly)</p> <p>Division personnel will communicate with schools weekly</p> <p>Buckingham County Schools has established a division-level team consisting at a minimum of the Internal Lead Partner (ILP), Instructional Coach, SIG school principals, and the External Lead Partner. The team meets monthly to monitor each school's progress toward the goals outlined in the school improvement plan. The monitoring consists of identifying areas of strength and weakness, and to identify student progress by subgroups to ensure that adequate progress is being made towards closing achievement gaps. The division also conducts weekly walk-throughs at the school and talks with teachers, administrators and External Lead Partner about school progress and challenges. Our intended timeline through the end of the school year is as follows:</p> <p>Our Transformation Meetings - September 30th, October 28th, November 25th, December 16th, January 27th, February 24th, March 31st, April 28th, May 26th and June 17th.</p> <p>Superintendent Leadership Team Meetings - September 9th, October 7th, November 11th, December 9th, January 13th, February 10th, March 10th, April 14th, May 12th and June 19th (Friday, 8:30 AM - 4:00 PM administrative retreat)</p>
<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>NAOur Transformation Meetings - September 30th, October 28th, November 25th, December 16th, January 27th, February 24th, March 31st, April 28th, May 26th and June 17th.</p> <p>Superintendent Leadership Team Meetings - September 9th, October 7th, November 11th, December 9th, January 13th, February 10th, March 10th, April 14th, May 12th and June 19th (Friday, 8:30 AM - 4:00 PM administrative retreat)</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>1. By Spring 2014-2015 assessment year, Buckingham Elementary will increase the all students subgroup pass rate on reading to 58% to 70% as measured by the Virginia Standards of Learning assessments. 2. By Spring 2014-2015 assessment year, Buckingham Elementary will increase the all students subgroup in math from 60% to 70% as measured by the Virginia Standards of Learning assessments (which will meet the math AMO of 70%.)</p>
<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>At this time this division has 2 schools that are a priority and the division is able to serve these schools.</p>
<p><u>Required Elements</u> 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>	

Tab 3: School 2 Reflections and Planning and Required Elements

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 18: Year 1 Budget and Narrative for Each Priority School Application 2014-2015

For each **Cohort I, II, III, and IV** Priority School receiving 1003(g) funds, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2014 through September 30, 2015, only**. The description of budget codes is included as Tab 23. Newly identified priority schools for 2014-2015, **Cohort V**, will include division- and school-level pre-implementation expenses as part of their budget. All schools will document division-level, school-level and other funds that support the implementation of the chosen intervention model. 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 level. Complete one of the charts below for each school (six schools = six budget 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)				
Name of School 1:		Buckingham Primary School					
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ -	\$ 23,236.00	\$ 23,236.00	\$ 130,658.00	\$ 153,894.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ 1,777.55	\$ 1,777.55	\$ 9,995.34	\$ 11,772.89
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 350,507.00	\$ 350,507.00	\$ -	\$ 350,507.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ 44,000.00	\$ 44,000.00	\$ -	\$ 44,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ 3,400.00	\$ 3,400.00	\$ -	\$ 3,400.00
Total	\$ -	\$ -	\$ -	\$ 422,920.55	\$ 422,920.55	\$ 140,653.34	\$ 563,573.89
Pre-Implementation Total		\$ -					

Tab 18: Year 1 Budget and Narrative for Each Priority School Application 2014-2015

<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>6000</p> <p>Materials and Supplies</p>	<p>Pre-Implementation: Mailings (2) - postage 142.00; printing \$298 (Total \$440.00)</p> <p>Division-level: NA</p> <p>School-level: Binders, copies of training packages (\$1425.00 SIG); Math intervention training materials (\$300.00) and manipulative sets for 20 classrooms (20@55.00 = \$1,100); Leveled readers for classroom libraries- 20 classrooms (20@250.00 = \$5,000)</p> <p>Other Expenses: Leveled reader sets for book closet (basal supplemental sets of 5 books for small group) (\$28,000; Title I); Math manipulatives for station activities 20@150.00, (\$3,000; Title I)</p>	
<p>Expenditure Codes</p>	<p>School: Buckingham Primary School</p>	<p>Budget Narrative</p>
<p>1000 - Personnel</p>	<p>Pre-Implementation: Division-level: School-level: Teacher stipends for 2 teachers at \$500 each for the year to meet with new teachers after school to mentor them (\$1,000). 12 Aides to come for PD and to collaborate with teachers for 7 hours per day for 5 days at \$12.25 per hour = \$5,145. Pay teachers to do curriculum alignment over the summer 30 teachers for 3 days and 15 teachers for 3 additional days (6hours per day at \$21.10 per hour) totaling \$17,091. Total \$23,236.00</p> <p>Other expenses: we have from Title I Funds 1 reading specialist (\$43,389.00) and 3 paraprofessionals (\$55,294.00) to help with reading. From Early Reading Interventions (PALS) (\$16,540) we have two part-time aides to help with early reading intervention. From Title VI funds we have one computer lab aide (\$15435.00) to help students in the computer lab. FICA for personnel in number 1 \$4,661.91. Under other expenses this is the FICA match for the employees listed in budget code 1000 (9995.34)</p> <p>Other Expenses:</p>	

Tab 18: Year 1 Budget and Narrative for Each Priority School Application 2014-2015

<p>2000- Personnel (Benefits)</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: FICA for personnel in number 1 \$1777.55 Under other expenses this is the FICA match for the employees listed in budget code 1000 (\$23,236.00)</p> <p>Other Expenses:</p>
<p>3000- Purchased Services</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Contracting with Cambridge at \$319,507.00 for the year for 20 hours per week for 13 months with a fall membership of 522 with a base unit price of \$565.00. \$19,000.00 for VDOE Contractor for orientation, report completion and data review, and continuous monitoring the alignment of the division, LTP and the school. iReady reading and math software- \$12,000.00 - Total \$350,507.00</p> <p>Other Expenses:</p>

Tab 18: Year 1 Budget and Narrative for Each Priority SchoolApplication 2014-2015

4000 - Internal Services	Pre-Implementation: Division-level: School-level: Other Expenses:
5000- Other Charges	Pre-Implementation: Division-level: School-level: Other Expenses:

Tab 18: Year 1 Budget and Narrative for Each Priority School Application 2014-2015

<p>6000- Materials and Supplies</p>	<p>Pre-Implementation: Division-level: School-level: 1. Leveled Readers for classrooms \$10,000.00 2. Headphones to allow student use of technology \$1,000.00 3. Accelerated Reader Classroom Kits from Scholastic \$8,000.00 4. Reading Manipulatives/hands on games to promote literacy \$8,000.00 5. Incentives for Students (stickers, bracelets, school spirited merchandise and prizes) \$4,500.00 6. Math Manipulatives/hands on games to develop mathematical skills \$12,500.00 \$44,000.00</p> <p>Other Expenses:</p>
<p>8000- Equipment Capital Outlay</p>	<p>Pre-Implementation: Division-level: School-level: 2 LCD projectors @400.00 each = 800.00, 4 projector bulbs @250.00 each = \$1,000.00, 2 mimios @800.00 each = \$1,600.00,0 - Total of \$3,400.00.</p> <p>Other Expenses:</p>

Tab 18: Year 1 Budget and Narrative for Each Priority School Application 2014-2015

Name of School 2:							
X	1003(a)	Buckingham Elementary School					
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ -	\$ 10,219.00	\$ 10,219.00	\$ 97,812.00	\$ 108,031.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ 781.75	\$ 781.75	\$ 7,482.62	\$ 8,264.37
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 444,963.00	\$ 444,963.00	\$ -	\$ 444,963.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ 12,139.34	\$ 12,139.34	\$ -	\$ 12,139.34
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ 3,400.00	\$ 3,400.00	\$ -	\$ 3,400.00
Total	\$ -	\$ -	\$ -	\$ 471,503.09	\$ 471,503.09	\$ 105,294.62	\$ 576,797.71
Pre-Implementation Total		\$ -					

Tab 18: Year 1 Budget and Narrative for Each Priority SchoolApplication 2014-2015

Expenditure Codes	Buckingham Elementary School: School	Budget Narrative
1000 - Personnel	<p>Pre-Implementation: Division-level: School-level: 2 teachers stipend for mentor teacher \$500 each totaling \$1000. 6 aides for PD and collaborating with teachers @12.25 per hour for 7 hrs. per day for 5 days each = \$2,572.50. 20 teachers - curriculum alignment 1.5 days each at 6 hrs. per day at 21.10 per hr. = \$3,798.00. 15 teachers for an additional 1.5 days for 6 hrs. per day at 21.10 per hour = \$2,848.50 for curriculum alignment. - Total of \$10,219.00 Other Expenses: We have 1 Title I reading specialist (\$45,821.00), 2 Title I reading paraprofessionals(\$36,556.00) and one Title VI computer labe aide (\$15,435.00) This totals \$97,812.00</p>	
2000- Personnel (Benefits)	<p>Pre-Implementation: NA School-level: Fica for employees in number 1 (\$781.75) Other Expenses FICA for employess listed in other expenses in number 1 (\$7,482.62)</p>	

Tab 18: Year 1 Budget and Narrative for Each Priority School Application 2014-2015

<p>3000- Purchased Services</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Contracting with Cambridge at \$413,963.00 (base unit price \$820.00) for 20 hours per week for 13 months with a fall membership of 466 students, and \$19,000.00 for VDOE Contractor for orientation, report completion and data review, and continuous monitoring the alignment of the division, LTP, and the school. I-ready reading and math- \$12,000 - Total \$462,963.00</p> <p>Other Expenses:</p>
<p>4000 - Internal Services</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

Tab 18: Year 1 Budget and Narrative for Each Priority School Application 2014-2015

<p>5000- Other Charges</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>
<p>6000- Materials and Supplies</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: School-level:</p> <p>Math Manipulatives- \$1,500</p> <p>Incentives for Students (stickers, bracelets, school spirited merchandise, and prizes)- \$5,639.34</p> <p>Leveled Readers- \$4,000</p> <p>Parent Workshop & Parent Resources Materials- \$ 1,000</p> <p>Total: 12,139.34</p> <p>Other Expenses:</p>

Tab 18: Year 1 Budget and Narrative for Each Priority SchoolApplication 2014-2015

8000- Equipment Capital Outlay	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: 2 mimios @800 each = \$1,600.00, 2 LCD projectors @400 each = 800.00 and 4 projector bulbs @250.00 each = \$1,000.00 - Total \$3400.00</p> <p>Other Expenses:</p>
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Tab 19: Year 2 Budget and Narrative for Each Priority School Application 2014-2015

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

Name of School 1:	<input checked="" type="checkbox"/> 1003(a)						
	Buckingham Primary School						
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-Implementation Expenses (Grant Funded)	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	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Pre-Implementation Total	\$ -						

Tab 19: Year 2 Budget and Narrative for Each Priority School Application 2014-2015

<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>6000</p> <p>Materials and Supplies</p>	<p>Pre-Implementation: Mailings (2) - postage 142.00; printing \$298 (Total \$440.00)</p> <p>Division-level: NA</p> <p>School-level: Binders, copies of training packages (\$1425.00 SIG); Math intervention training materials (\$300.00) and manipulative sets for 20 classrooms (20@55.00 = \$1,100); Leveled readers for classroom libraries- 20 classrooms (20@250.00 = \$5,000)</p> <p>Other Expenses: Leveled reader sets for book closet (basal supplemental sets of 5 books for small group) (\$28,000; Title I); Math manipulatives for station activities 20@150.00, (\$3,000; Title I)</p>	
<p>Expenditure Codes</p>	<p>School: Buckingham Primary School</p>	<p>Budget Narrative</p>
<p>1000 - Personnel</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>	

Tab 19: Year 2 Budget and Narrative for Each Priority School Application 2014-2015

<p>2000- Personnel (Benefits)</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>
<p>3000- Purchased Services</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

Tab 19: Year 2 Budget and Narrative for Each Priority SchoolApplication 2014-2015

4000 - Internal Services	Pre-Implementation: Division-level: School-level: Other Expenses:
5000- Other Charges	Pre-Implementation: Division-level: School-level: Other Expenses:

Tab 19: Year 2 Budget and Narrative for Each Priority School Application 2014-2015

<p>6000- Materials and Supplies</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>
<p>8000- Equipment Capital Outlay</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

Tab 19: Year 2 Budget and Narrative for Each Priority School Application 2014-2015

Name of School 2:	X 1003(a)						
	Buckingham Elementary School						
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ -	\$ 57,940.00	\$ 57,940.00	\$ 115,223.00	\$ 173,163.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ 4,432.41	\$ 4,432.41	\$ 8,814.56	\$ 13,246.97
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 314,930.00	\$ 314,930.00	\$ -	\$ 314,930.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ 88,238.09	\$ 88,238.09	\$ -	\$ 88,238.09
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ 28,500.00	\$ 28,500.00	\$ -	\$ 28,500.00
Total	\$ -	\$ -	\$ -	\$ 494,040.50	\$ 494,040.50	\$ 124,037.56	\$ 618,078.06
Pre-Implementation Total		\$ -					

Tab 19: Year 2 Budget and Narrative for Each Priority SchoolApplication 2014-2015

Expenditure Codes	School: Buckingham Elementary School	Budget Narrative
1000 - Personnel	Pre-Implementation: Division-level: School-level: Other Expenses:	
2000- Personnel (Benefits)	Pre-Implementation: Division-level: School-level: Other Expenses:	

Tab 19: Year 2 Budget and Narrative for Each Priority School Application 2014-2015

3000- Purchased Services	Pre-Implementation: Division-level: School-level: Other Expenses:
4000 - Internal Services	Pre-Implementation: Division-level: School-level: Other Expenses:

Tab 19: Year 2 Budget and Narrative for Each Priority School Application 2014-2015

5000- Other Charges	Pre-Implementation: Division-level: School-level: Other Expenses:
6000- Materials and Supplies	Pre-Implementation: Division-level: School-level: Other Expenses:

Tab 19: Year 2 Budget and Narrative for Each Priority School Application 2014-2015

8000- Equipment Capital Outlay	Pre-Implementation: Division-level: School-level: Other Expenses:
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Tab 23: Budget Codes

Expenditure Code Definitions

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

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

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

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

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

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

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

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

Tab 23: Budget Codes

	Intervention/Investment Description	Price	Total Cost
Object Code 1000			
1.1	Teacher stipends for any of the following purposes: curriculum development, lesson plan development, LTP professional development; participation in Leadership team, for IndiStar Process Manager	Based on school size; district's pay per hour/stipend; No full time employees except upon prior approval on a case by case basis.	
Object Code 2000			
2.1	Benefits for Object Code 1000 (i.e. FICA)		
Object Code 3000			
3.1	Lead Turnaround Partner Services: Needs Assessment, Leadership Coach, Content Coaches, Professional Development, Family Engagement, Progress Monitoring Reporting are included in the scope of work for each state vendor and should be included if a LTP is hired outside of the state contract.	Based on State Contract of Award Link: http://www.doe.virginia.gov/school_finance/procurement/index.shtml Click Low Achieving School Contracts Any outside vendor must have prior approval from OSI.	
3.2	State Contractor	As prescribed by the Office of School Improvement	
Object Code 4000			
	No expenses will be approved		

Tab 23: Budget Codes

Object Code 5000			
5.1	Indirect Costs	<p>Guidance regarding indirect rate was issued at the end of January in Superintendent’s Memo #023-14, “Changes for the 2013-14 Annual School Report-Financial Section.”</p> <p>http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml</p> <p>The indirect cost rate is based on the rate for the LEA. LEA rates may be found at the link below.</p> <p>http://www.doe.virginia.gov/school_finance/budget/</p>	
Object Code 6000			
6.1	Materials and Supplies directly related to the school’s needs assessment and/or to support approved training in Code 3000.	<p>Approved by OSI on a case by case basis.</p> <p>Must be tightly aligned to the needs assessment and needed for transformation. For example, may not be charcoal for a school barbecue or paper for the copier.</p>	

<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. Follows state and local procurement policies.</p> <ul style="list-style-type: none"> • If selecting a LTP from the state's Low Achieving Schools Contract Award, the division adheres to the requirements and scope of the LTP's state-approved Low Achieving Schools Contract of Award. http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml • If selecting a LTP that is not on the state's Low Achieving Schools Contract of Award, the division's procurement policies and procedures are followed.
<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>

Tab 24: Assurances

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

- establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
- document and describe each action to be implemented, who is responsible and date by which action will be completed;
- collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
- set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
- complete 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.

6. 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.

7. 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.

8. 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).

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

Tab 24: Assurances

- 10. 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.
- 11. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs.
- 12. Collaborates with VDOE-assigned onsite contractor to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform.
- 13. 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.
- 14. 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).
- 15. Ensures the school principal is integrally involved in the application process.
- 16. Implements UPD Performance Management with fidelity. This applies only to selected school divisions where funding is provided by OSI.

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.

Principal's Signature: Date

Principals's Typed Name:

Superintendent's Signature: Date

Superintendent's Typed Name:

Tab 26- Helpful Links

Description	Link
VDOE Low Achieving Schools Contract Award	http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml
NCES	http://nces.ed.gov/ccd/schoolsearch/
State Contract Award	http://www.doe.virginia.gov/school_finance/procurement/index.shtml
Guidance regarding indirect rate was issued at the end of January in Superintendent’s Memo #023-14, “Changes for the 2013-14 Annual School Report-Financial Section.”	http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml
The indirect cost rate is based on the rate for the LEA	http://www.doe.virginia.gov/school_finance/budget/
Electronic query system	http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml
Virginia Early Warning System (VEWS)	http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml
Selena McBride (804) 371-4989	selena.mcbride@doe.virginia.gov
Beverly Rabil (804) 786-1062	beverly.rabil@doe.virginia.gov
Yvonne Holloman (804) 225-2064	yvonne.holloman@doe.virginia.gov