

Tab 1: Division and School Information

Division Name	Martinsville City Public Schools
Contact	Angilee Downing
Address Line 1	P.O. Box 5548
Address Line 2	
City, VA, zipcode	Martinsville, VA, 24115
Email Address	adowning@martinsville.k12.va.us
Telephone Number	276-403-5866

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

School 1 Name	Albert Harris Elementary School	Indicate which model the school has chosen with an X.					
Principal Name	Judy S. Cox	1	<input type="checkbox"/>	USED School Turnaround			
Address Line 1	710 Smith Road	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	Martinsville, VA, 24112	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	jcox@martinsville.k12.va.us		<input type="checkbox"/>	1003(a)			
Telephone Number	276-403-5841		<input checked="" type="checkbox"/>	1003(g)			
NCES ID #:	5.1024E+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"/>	Cohort V		
		Indicate this school's tier with an X.					
		<input type="checkbox"/>	Tier I	<input checked="" type="checkbox"/>	Tier II	<input type="checkbox"/>	Tier III

School 2 Name		Indicate which model the school has chosen with an X.			
Principal Name		1	<input type="checkbox"/>	USED School Turnaround	
Address Line 1		2	<input type="checkbox"/>	USED Transformation Model	
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode		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			<input type="checkbox"/>	1003(a)	
Telephone Number			<input type="checkbox"/>	1003(a)	

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NCES ID #:			1003(g)		
NCES ID Link:	http://nces.ed.gov/ccd/schoolsearch/	Indicate this school's cohort with an X.			
		Cohort I	Cohort II		Cohort III
		Cohort IV	Cohort V		
Indicate this school's tier with an X.					
		Tier I	Tier II		Tier III

Tab 2: School 1 Reflections and Planning
and Required Elements

School 1 Name:	Albert Harris 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>By spring 2014-2015, Albert Harris Elementary will meet or exceed reading AMO's for all students (72%), gap group 1 (65%), gap group 2 (64%), and gap group 3 (66%) as measured by the Virginia Standards of Learning assessments.</p> <p>By spring 2014-2015, Albert Harris Elementary will meet or exceed mathematics AMO's for all students (68%), gap group 1 (63%), gap group 2 (62%), and gap group 3 (65%) as measured by the Virginia Standards of Learning assessments.</p> <p>By spring 2014-2015, Albert Harris Elementary School will meet or exceed full state accreditation in reading (75%) as measured by the Virginia Standards of Learning assessments.</p> <p>By spring 2014-2015, Albert Harris Elementary School will meet or exceed full state accreditation in mathematics (70%) as measured by the Virginia Standards of Learning assessments.</p> <p>By spring 2014-2015, 100% of second grade students will be reading on grade level as measured by the iReady reading diagnostic assessment.</p> <p>By spring 2014-2015, increase parent involvement as measured by a 70% increase of parents attending school events.</p>

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<p>School Climate:</p> <p>1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year?</p> <p>b. What were the most successful strategies used to change the school climate?</p> <p>c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	<p>a. Albert Harris Elementary has new leadership in place for the 2014-2015 school year. This is already having an impact of creating a culture focused on student achievement. While the climate of the school is safe and orderly, the teacher perception is that there is a behavior issue in the school. The new administration has commented that at this point she is not seeing a behavior issue beyond what is normal for elementary school. The school is working to implement AVID (advancement Via Individual Determination) in order to create a climate focused on college-and-career readiness.</p> <p>b. A successful strategy to help change the school climate was holding an Exhibition of Student Learning in November and May. At both events the community was invited to come in to the school and students presented their projects and shared what they had been learning. This not only impacted community perception, but had an impact on student and teacher perception. The teachers were excited and proud of the students, and the students were proud of their learning. Another strategy has been to start each weekly grade level, faculty, and collaborative planning meeting with a celebration of a success. This is to create a more positive culture with the staff. Also, putting parent events on Blackboard so that each parent receives a phone message about school events is proving to be a successful strategy for increasing parent attendance. At a recent parent event, there were over 250 people in attendance. Finally, there have been changes in staff related to school climate.</p> <p>c. At this point we are finding the changes to be successful.</p>
<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>Anticipated barriers to further improving the school climate are issues within the culture such as expectations, beliefs, and buy-in of some staff members. The building and division leadership are committed to building relationships between students, teachers, families, and community. Another commitment is to high expectations for all students, and issues with low expectations or negativity will be addressed.</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>a. Each grade level and resource team (such as guidance, specials, and special education) has a team leader who represents that group on the school leadership team. This representative is responsible for bringing information to the school leadership team as well as taking information back to their respective teams for input and feedback. The school leadership team meets at least monthly. As an additional means of soliciting input from stakeholders, the school and division hold family nights and have started using parent surveys and staff surveys.</p> <p>b. Besides the representatives from the school leadership team taking information to the rest of the staff, decisions are communicated through weekly memos to all staff, letters to parents and staff, televised school board presentations, the local newspaper, the division website, the division social media outlets, and family nights. Information goes out through weekly faculty, collaborative, and grade level meetings. Meeting dates are on the school's monthly calendar, which goes out to all stakeholders; on the school website; and on Blackboard. The guest link for Indistar is shared with all faculty and parent representatives on the Schoolwide Planning Team.</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>Administrators usually assign the members to a task based on job responsibilities and personnel strengths or they volunteer. Team members' ability and skills are taken into account when responsibilities or tasks are assigned. These strengths are determined based on informal and formal observations.</p>
<p>3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?</p>	<p>New strategies and practices are monitored through informal and formal observations as well as student performance data. Administrators, divisional personnel, and the instructional coach conduct instructional rounds to monitor instructional practices and curriculum alignment. Administrators, division personnel and the instructional coach also attend Collaborative Planning Meetings for grade levels in which teachers use rubrics to evaluate the alignment of lesson plans and assessments and provide feedback on the alignment prior to use in the classroom. During grade level meetings teachers analyze student performance the data and evaluate the effectiveness of instructional strategies implemented. Division personnel and the instructional coach work with the teachers to implement new strategies to be used to address weakness in student performance data. Teachers and leaders monitor student data to evaluate impact of practices,</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>Multiple tools are used to identify students for additional support in reading and math. In grades K-5 iReady Diagnostic is a universal screening tool that is used to identify students' reading and math levels, as well as areas of strength and weaknesses. PALS is a universal screening tool used to identify students' weaknesses in grades K-3 for reading interventions. Also, in reading we will be adding DRA2 to provide more in depth diagnostic information to be used in planning guided reading. Both the iReady and PALS assessments are administered to all students three times a year, and all three assessments are used for progress monitoring throughout the year for those students identified as needing additional support. Common formative assessments are used on an ongoing basis as well as historical data and Lexile data. In grades 4 and 5, previous performance on the state's Standards of Learning assessments are used to identify students for additional support. The Algebra Readiness Diagnostic Test (ARDT) is used in grade 5 to identify weak mathematic skills and plan interventions.</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. The teachers use the information from iReady and DRA2 to level readers for guided reading and guided math. Teachers also use running records to assess student mastery and plan differentiation. b. Preassessments are developed by the teachers to gather data to be used to plan for differentiated Tier 1 instruction. Common formative assessments and unit assessments are utilized to monitor student learning, plan differentiation, and determine areas for re-teaching. Aligned formative assessment drives instruction on the spot.</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>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.</p>

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<p>EXTERNAL SUPPORT</p> <p>1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>The Boys and Girls Club after-school program housed at Albert Harris Elementary School, works with the school to provide reading tutoring and homework support for targeted students. Two community churches provide reading buddies and help support the Backpack Food Program. Piedmont Community Services, which is a social services business providing psychological and social services in our area, has a full-time counselor housed at the school for wrap-around services, and the division has partnered with The United Way to develop the role of a parent liaison in order to assist in increasing parent engagement. The Harvest Foundation, a local nonprofit organization, provides resources for student enrichment and teacher professional development. NASA and the Virginia Museum of Natural History (VMNH) provide integrated reading, math and science enrichment opportunities for students.</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>Cambridge Education is the external partner the division has chosen as a result of the interview process. The has contracted with Cambridge for 40 hours per week on-site services to include a school quality review, executive coaching of administrators, assist administrators with culture transformation, conduct shared classroom observations with administrators, create a profile of teaching performance, assist in the implementation fidelity of the teacher evaluation process, assist in identifying and providing appropriate professional development, analyze and disseminate academic growth data, support teacher growth plans, review the master schedule and assist in redesign as needed, assess the effectiveness of extended learning time, review formative assessments and recommend instructional program revisions, assess impact of academic interventions, make recommendation on retention/modifications of interventions, facilitate quarterly disaggregation meetings, provide longitudinal analysis of student growth data, identify trends/ issues impacting school performance, develop/ maintain corrective school improvement plans, assess the effectiveness of the guidance program, assist in improving student attendance, assist in reducing discipline referrals, assess stakeholder satisfaction with school outreach, assist in planning/ development of outreach efforts, and assess impact of school outreach efforts.</p>
<p>3. In what ways will parents be involved in the design and implementation of the interventions, and given the opportunity for input? Informed of progress?</p>	<p>Parents are notified of progress made throughout the School Improvement Process through letters, the principal's memo, the school website, and Family Night events at the school. The principal presents monthly at the televised School Board meeting with a Priority School update, and the School Leadership team presents the School Improvement Plan to the School Board during a televised meeting as well as at PTO meetings. The LEA will provide the local newspaper and television station information pertaining to Priority School process. The LEA will provide opportunities for parental feedback through the use of parent surveys, which will be used to solicit parent input as well as opportunities for input during team planning meetings and parent nights.</p>

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<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 first factor considered in the assignment of a teacher is qualifications. The division and school strive to make certain 100% of our teachers at Albert Harris Elementary are Highly Qualified. Enrollment numbers are analyzed to determine the number of teachers required per grade level to maintain desirable class sizes (gr. 4-5) and federal mandated class sizes in K-3, due to the high level of Free/Reduced Lunch Rates at Albert Harris. The next factor considered is previous student performance data for individual teachers and teacher evaluations. If a teacher has a record for success at a particular grade level or with a particular subgroup, then that is a factor in the assignment of the teacher. One area in which the LEA would like to improve is attracting more veteran and proven teachers to the school. In order to ensure the most skilled teachers are in front of the right group of students the LEA will develop an incentive/reward program to attract the most skilled teachers for the students of this school.</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>The principals evaluate 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 annually and after instructional rounds.</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 division provides tuition assistance for additional degrees for teachers who are earning proficient or exemplary through the teacher performance evaluation system. Also, the division funds the total cost and provides coaching support for the National Boards Professional Teacher Certification process for any interested teacher earning proficient or exemplary through the teacher performance evaluation system. b. Teachers are identified as needing support based on informal and formal 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.</p>

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<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>The principal is evaluated by the superintendent using the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals. The principals receives feedback from the Superintendent and the Assistant Superintendent for Instruction. The principal and Assistant Superintendent for Instruction conduct monthly Instructional Rounds at which time the principal receives feedback on instructional leadership.</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>The relationship between the principal and the lead turnaround partner is in its early stages with new leadership in place in Albert Harris starting August 11 and the new partnership with Cambridge starting in July. This being stated, the partnership is off to a positive start with the LTP serving as a support for the principal in the building. The LTP has engaged in classroom walkthrough's with the principal and participated in collaborative, grade level, and faculty meetings. The state contractor for the 2014-2015 school year is not in place at this time; however, the contractor from the 2013-2014 school year communicated effectively with the previous leadership at Albert Harris and was professional and forthright in communications. The relationship between the new leadership and the internal lead partner is off to a strong start with clear two-way communication and agreement on the issues and resolutions.</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 School Leadership Team with the support of central office personnel analyze both qualitative and quantitative data to set goals for improvement. The team uses the data to assess 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 both 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 a televised school board meeting. The administrator develops a budget based on the goals for the school improvement plan and presents that budget to the Superintendent, Assistant Superintendent (Title I Facilitator), Special Education Director, and Financial Director. The plan is then presented to the School Board for final approval. The division level team then works to allocate resources to support the school's improvement effort.</p>

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<p>2. What policies or practices exist as barriers that may impede the school's success? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices). List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)</p>	<p>Due to the small size of this division the autonomy for teacher placement, hiring and budget development are at the school level; therefore, the administrator has the greatest impact on decisions made that impact school success. However, possible barriers do exist in the areas of teacher dismissal and the assignment of teachers. Pursuant to the Code of Virginia 22.1-307. Dismissal of Teacher: Grounds, "' incompetency' may be construed to include. . . for one or more unsatisfactory performance evaluations." Unfortunately for the students in that class, this is often a time intensive process that leaves them losing valuable learning time with an ineffective teacher. As research has shown, just one year of an ineffective teacher impacts a student's achievement for several years. In fact, one report stated, "A teacher's effect on student achievement is measurable at least four years after students have left the tutelage of that teacher" (Rivers and Sanders). Another barrier is the feedback provided in the teacher evaluation process. The division is working through the AARPE training to address this concern with principals and staff. Division meetings regarding thus far have been January 22-23, 2014 and October 20, 2014.</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>As the majority of the funds we are requesting will go towards funding a Lead Turnaround Partner, the goal is the LEA will build capacity to continue the progress and strategies learned from the LTP to achieve sustainability. The remainder of the funds are projected to go towards summer curriculum work for teachers which we will sustain through Title I funds and the technology hardware budgeted for will be used to build capacity for fidelity to the computer adaptive programs and will be sustained through Title I and VPSA. Division funds have currently been reallocated to support additional personnel at this school to ensure sustainability. Currently we have added an additional reading specialist, an instructional technology resource teacher, an instructional coordinator at the building level. The division has added a math specialist to provide research-based interventions for tier 3 students in math and to assist in planning interventions for tier 2 students. The school and division will put in procedures to monitor the continuation of the strategies and processes developed through the work with the LTP. Based on data collected through the monitoring process the division will continue to allocate resources and supports to maintain progress.</p>
<p>2. What supports from the state would be the most helpful?</p>	<p>The supports from the state that would be most helpful would be continued professional development for administrators and teachers in the areas of curriculum alignment and tiered interventions. The state has provided tools and strategies to help with this process so a continual update of these services and best practices would be very helpful.</p>

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Required Elements	
Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.	
Required element	Response
1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools	See school's State Report Card. (You do not have to copy and paste responses for this element.)
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)	See school's State Report Card. (You do not have to copy and paste responses for this element.)

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<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</p> <p>*This information will be shared with USED.</p>	<p>Instructional Minutes</p> <p>2013-2014</p> <p>Daily Minutes -- 405</p> <p>Extended School -- 63</p> <p>Summer School -- 2400</p> <p>KinderKamp -- 3600</p> <p>2014-2015</p> <p>Daily Minutes -- 405</p> <p>Extended School -- 63</p> <p>Summer School -- 3600</p> <p>Summer Enrichment Camps -- 360</p> <p>KinderKamp -- 3600</p>
<p>4. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged</p>	<p style="text-align: center;">Total Students: 557</p> <p style="text-align: center;">Male: 293</p> <p style="text-align: center;">Female: 261</p> <p style="text-align: center;">Asian: 5</p> <p style="text-align: center;">Black: 373</p> <p style="text-align: center;">Hispanic: 67</p> <p style="text-align: center;">White: 101</p> <p style="text-align: center;">Students with disabilities: 81</p> <p style="text-align: center;">Limited English proficient: 59</p> <p style="text-align: center;">Migrant: 0</p> <p style="text-align: center;">Homeless: 0</p> <p style="text-align: center;">Economically disadvantaged: 457</p>

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<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>	<p>Area 1: Annual reading rates have shown a decline with a variance from 76% to 72% from 2011 to 2012; however, with the implementation of the new assessments in 2013 the school saw a significant drop from 72% to 41%, and that drop has continued with 2014-2015 preliminary data showing 38%. While still below the 75% passing rate for Virginia, grade 3 (69, 72, 41) had been making steady progress in the area of reading until the new assessments. 2013-2014 preliminary data for grade 3 reading shows a decline from 41% to 33%. Grade 5 (86, 84, 46) had been performing above the pass rate, with a slight drop from 2010-2011 to 2011-2012 and a sharp decline with the new assessment. Grade 5 2013-2014 preliminary data again shows a decline from 46% to 40%. Grade 4 (72, 59, 38) had been on a steady decline through all three years of data; however, 2013-2014 preliminary data does indicate a slight increase in performance from 38% to 41%. The pass rates for all grade levels showed a significant drop with the implementation of the new standards and assessments. Based on preliminary data for 2013-2014, the school has not made the instructional adjustments to address the alignment issue. Interestingly, in analysis of iReady reading data, the school showed great growth in students reading on grade level. In the fall diagnostic assessment, 27% of students were tier 1, 50% tier 2, and 24% tier 3. In the spring data 47% were tier 1, 38% tier 2, and 15% tier 3. A further look into the data showed that there were students in tier 1 for fall and spring who failed the reading SOL test. This indicates that there is definitely a content alignment issue.</p> <p>Area 2: Annual math rates showed a sharp drop from 84% in 2010-2011 to 47% from 2011 to 2012. The decline continued in 2012-2013 data with the overall pass rate in math at 40%. The sharp drop is indicative of the lack of curriculum alignment with the implementation of the new math standards and new assessments. The preliminary data for 2014-2015 shows a continued drop with a pass rate of 39%. The continued drop in the data indicates that the alignment issue has not been rectified.</p> <p>While grade 3 (33, 35, 36) and grade 4 (49, 40, 45) are showing incremental growth each year, it still indicates an alignment issue. Grade 5 (61, 45, 23) continues a dramatic drop in student performance, which can be attributed to not only an alignment issue but an organizational issue. The previous school leadership departmentalized math, which only served to magnify the already existing instructional issue. The alignment issue is further substantiated by the science data. In 2012-2013 the pass rate for science was 82% and dropped to 57% in 2013-2014 with the implementation of new standards and assessments. Also, grade 3 students identified as tier 2 or 3 were part of the Early Reading Intervention waiver for 2014-2015. Even with the scores of students reading below grade level</p>
	<p>excluded from science, the pass rate only increased by 1% (58% for 2014-2015). All subject areas show the same trend of a sharp drop in student success on SOL tests the year a new assessment is implemented.</p>

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<p>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p>	<p>Albert Harris opened in 1921. It was fully renovated in 2001 and has 138,643 sq. ft. of space.</p> <p>There are 55 classrooms including art, music and band.</p> <p>Media Center - 5000 sq. ft.; housing a centralized multimedia room, conference room, computer lab nook, and general library area housing books and tables.</p> <p>Auditorium- the school has a full sized auditorium with a full stage that seats app. 700 people.</p> <p>Gym - 6840 sq. ft. gym floor; 400 sq. ft. storage - total 7240 sq. ft.</p> <p>Otherwise, AH was originally a high school and has exterior recess areas to include a full sized high school football field and a playground. There is also a greenhouse area which was constructed in the Fall of 2013.</p> <p>Cafeteria - Dining 5117sq. ft.; serving 805; kitchen 1000 sq. ft. - total 6922 sq. ft.</p>
<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p>Technologies available to students:</p> <ul style="list-style-type: none"> • Three computer labs of 27 computers each • Four laptop computer carts of 25 computers each • 15 additional laptop computers • All core classrooms have one or more computers dedicated to student use • iPod cart (25 devices) • iPad cart (30 devices) • Grades 3-5 CPS personal response systems • SPED Califone Card Master (2) • SPED SMART Table (1) • Grades K-2 in classroom Waterford stations • SPED iPads (5) • iReady diagnostic/prescriptive web based curriculum • Ubiquitous wireless internet access <p>Technologies available to instructional staff:</p> <ul style="list-style-type: none"> • All classrooms include the following: ☑ Dedicated teacher PC

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	<ul style="list-style-type: none"> ☑ Interactive whiteboard (SMART Board) ☑ Wireless interactive slate (SMART Airliner) ☑ Printing capability (either local or networked) ☑ Data disaggregation tool (ROS Works-web based) ☑ Ubiquitous wireless internet access • Some classrooms include: <ul style="list-style-type: none"> ☑ Scanner or document camera (22) ☑ DVD/VCR with TV as needed staff/Guidance ☑ Dedicated PC for all staff ☑ iPads for administrators ☑ Laptop computers available for administrators 		<ul style="list-style-type: none"> • Administrative
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8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade OR subject for the 2013-2014 school year. This should be an unduplicated count for each set.

Set 1 Category	Number of Teachers	Percentage of All Teachers
Highly qualified teachers	48	100%
Teachers (not highly qualified)	0	0
Set 2 Category	Number of Teachers	Percentage of All Teachers
Teachers with less than 3 years in grade/subject	14	29%
Number of teachers with a provisional license	4	8%

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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))

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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	Staff	Grade K (3)
	0	8	Grade 1 (1)
	1	4	Grade 2 (0)
	2	5	Grade 3 (3)
	3	0	Grade 4 (0)
	4	4	Grade 5 (3)
	5	3	
Sample:	6	3	
Yrs #Instructional Staff	7	2	
0 1	8	1	
1 6	9	2	
2 4...	10	2	
	11	0	
	12	2	
b. Total number of days teachers worked divided by the number of teaching days (2013-2014).	13	1	
	14	1	
	15	1	
	16	0	
	17	1	
	18	0	
	19	2	
	20	1	
	21	0	
	22	2	
	23	0	
	24	1	
	25	0	
	26	0	

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	27	0
	28	0
	29	1
	30	0
	31	0
	32	0
	33	1
	b. $200/180 = 110\%$	
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	
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>a. The Assistant Superintendent for Instruction will conduct monthly instructional rounds with the administrators to monitor and provide feedback on the implementation of the selected intervention model. Division coordinators will attend collaborative planning monthly, attend instructional rounds, and monitor implementation of professional development. The Division Contact will attend the School Improvement Leadership Team meetings to monitor Indistar Indicator review, implementation of plan and intervention. The Assistant Superintendent will attend quarterly data meetings and review LTP progress reports with the school administration. Also, the principal and Assistant Superintendent for Instruction will make monthly progress reports to the school board.</p> <p>b. Monthly: Division-level instructional rounds with the school administrator, division contact, and DOE contractor- exact dates vary dependent upon schedules, progress report to school board second Monday of each month, Action Agendas from weekly Collaborative Planning meetings Quarterly: Data meetings, review of LTP Progress Reports -- school leadership meetings are usually third Tuesday of each month Annually: Review and presentation of Final Summary Report to school board, superintendent and VDOE Office of School Improvement; School Leadership review of SOL assessment data in June</p>	

Tab 2: School 1 Reflections and Planning
and Required Elements

<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>The school administrator and division contact reviewed the School Improvement goals and artifacts from the school to develop a Needs Assessment. The administrator and division contact participated in a VDOE Lead Turnaround Partner informational webinar to gather information on each candidate. The administrator and division contact analyzed the Needs Assessment and the LTP information and identified four candidates to interview. The division contact developed an LTP committee consisting of both school and division level personnel to conduct the interviews. The LTP committee interviewed the four candidates and selected two finalists based on the Needs Assessment and the services provided by the organizations. The division contact then scheduled the two candidates to present in a community forum at the school; as well as, at a televised school board meeting. The division contact requested and checked references and data for each candidate. Following the presentation, the division developed and distributed surveys to stakeholders (parents and staff). The LTP committee then reviewed the data for each candidate, the survey data from the stakeholders and selected a Lead Turnaround Partner. The final selection was presented to the superintendent and the school board.</p>
<p>3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.</p>	<p>The school will meet the AMO targets in reading and math for all students, gap groups, and subgroups according to the Federal guidelines.</p> <p>Year 1 -- at least 75% pass rate for all students in reading/ language arts and math with at least a 10% reduction in failures for each gap group and subgroup.</p> <p>Year 2 -- at least 85% pass rate for all students in reading/ language arts and math with all students, gap groups and subgroups meeting federal benchmarks.</p> <p>Year 3 -- at least 95% pass rate for all students in reading/ language arts and math with all students, gap groups and subgroups meeting federal benchmarks.</p>
<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>The division has allocated funding to provide an additional reading specialist for the school as well as an on-site instructional coordinator and ITRT. The division has added a math specialist for the 2014-2015 school year to support interventions in math. As additional support, the division provides a coordinator for math and science as well as a coordinator for reading and history who are regularly scheduled for coaching in the school. Professional development is provided based on needs identified through classroom observation and student performance data. The Assistant Superintendent for Instruction conducts monthly instructional rounds with the administrators to monitor and provide feedback. Division coordinators supports the building Instructional Coordinator in collaborative planning, coaching teachers and monitoring implementation of professional development.</p>

Tab 2: School 1 Reflections and Planning
and Required Elements

Required Elements	
Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.	
1. Steps taken to secure the continued support of the local school board for the reform model chosen	
2. Steps taken to secure the support of the parents for the reform model selected	
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	
4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model	

Tab 14: 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".

Name of School 1:		<input checked="" type="checkbox"/> 1003(g)					
		Albert Harris 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	\$ -	\$ -		\$ 15,120.00	\$ 15,120.00	\$ -	\$ 15,120.00
2000- Personnel (Benefits)	\$ -	\$ -		\$ 1,156.56	\$ 1,156.56	\$ -	\$ 1,156.56
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 584,138.00	\$ 584,138.00	\$ -	\$ 584,138.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ 600,414.56	\$ 600,414.56	\$ -	\$ 600,414.56
Pre-Implementation Total		\$ -					

Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.

<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: Albert Harris Elementary School</p>	<p>Budget Narrative</p>
<p>1000 - Personnel</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Teacher Stipends (24 k-5 teachers/ 4 per grade level -- 2 reading/ 2 math @ \$630/ teacher over 5 days) for summer reading and math curriculum and assessment development (\$15,120 SIG)</p> <p>Other Expenses: Title I Math Specialist (\$44,598 Title I); 2 Reading Specialists (\$44,037 EIRI and state/local funding and \$43,323 state/local funding); Title I Instructional Coordinator (\$66,987 Title I); ITRT (\$49,050 state/local funding);;Extended School Remediation Program (\$14,222 teacher stipend state/local);Title I Paraprofessionals (\$116,928 salary Title I)</p>	

Tab 14: 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:</p> <p>Benefits on Teacher Stipends (24 k-5 teachers/ 4 per grade level -- 2 reading/ 2 math @ \$48.19/ teachers over 5 days) for summer reading and math curriculum and assessment development (\$1,156.56 SIG)</p> <p>Other Expenses:</p> <p>Title I Math Specialist (\$16,161 Title I); 2 Reading Specialists (\$16,023 EIRI and state/local funding and \$15,847 state/local funding); Title I Instructional Coordinator (\$19,655 Title I); ITRT (\$17,255 state/local funding);Extended School Remediation Program (\$1,087 benefits state/local); Title I Paraprofessionals (\$46,829 benefits Title I)</p>
<p>3000- Purchased Services</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>Cambridge Education Lead Turnaround Partner (Base unit price per student per year 40 hours per week, 557 students@\$1,011/ student = \$564,138 SIG)</p> <p>VDOE contractor \$20,000 for orientation; report completion and data review; and continuous monitoring of the division, LTP, and the school</p> <p>School-level:</p> <p>Other Expenses:</p> <p>Interactive Achievement Tracbook dat query system and assessments (\$6,000, Title I); iReady Reading and Math diagnostic and instructional package K-5 (\$17,900 Title I); ARDT Student Units (\$225.00 state funds); VAESP Annual Membership (\$4100 Title I);ACID Professional Development (\$12,000 Title I); NationalBoard Certification (\$3,000 Title I)</p>

4000 - Internal Services	Pre-Implementation: Division-level: School-level: Other Expenses:
5000- Other Charges	Pre-Implementation: Division-level: School-level: Other Expenses: Priority School Technical Assistance Travel (\$6300 Title I); Parent Involvement (\$5000 Title I)

Tab 14: Year 1 Budget and Narrative for Each Priority School
Application 2014-2015

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

Tab 15: 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 2, October 1, 2015 through September 30, 2016, only**. The description of budget codes is included as Tab 23. 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(g)						
	Albert Harris 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	\$ -	\$ -		\$ 21,120.00	\$ 21,120.00	\$ -	\$ 21,120.00
2000- Personnel (Benefits)	\$ -	\$ -		\$ 1,656.56	\$ 1,656.56	\$ -	\$ 1,656.56
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 584,138.00	\$ 584,138.00	\$ -	\$ 584,138.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ 606,914.56	\$ 606,914.56	\$ -	\$ 606,914.56
Pre-Implementation Total		\$ -					

Tab 15: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.

<p>Sample Entry</p> <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: Albert Harris Elementary School</p>	<p>Budget Narrative</p>
<p>1000 - Personnel</p>	<p>Pre-Implementation: Division-level:</p> <p>School-level: Teacher Stipends (24 k-5 teachers/ 4 per grade level -- 2 reading/ 2 math @ \$630/ teacher over 5 days) for summer reading and math curriculum and assessment development (\$15,120 SIG) Substitute teacher expenses for substitutes to allow teachers to attend professional development during the school year \$6,000</p> <p>Other Expenses: Title I Math Specialist (\$44,598 Title I); 2 Reading Specialists (\$44,037 EIRI and state/local funding and \$43,323 state/local funding); Title I Instructional Coordinator (\$66,987 Title I); ITRT (\$49,050 state/local funding);;Extended School Remediation Program (\$14,222 teacher stipend state/local);Title I Paraprofessionals (\$116,928 salary Title I)</p>	

Tab 15: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

<p>2000- Personnel (Benefits)</p>	<p>Pre-Implementation: Division-level: School-level: Benefits on Teacher Stipends (24 k-5 teachers/ 4 per grade level -- 2 reading/ 2 math @ \$48.19/ teachers over 5 days) for summer reading and math curriculum and assessment development (\$1,156.56 SIG) Substitute teacher benefits for substitutes to allow teachers to attend professional development during the school year \$6,000 Other Expenses: Title I Math Specialist (\$16,161 Title I); 2 Reading Specialists (\$16,023 EIRI and state/local funding and \$15,847 state/local funding); Title I Instructional Coordinator (\$19,655 Title I); ITRT (\$17,255 state/local funding);Extended School Remediation Program (\$1,087 benefits state/local); Title I Paraprofessionals (\$46,829 benefits Title I)</p>
<p>3000- Purchased Services</p>	<p>Pre-Implementation: Division-level: Cambridge Education Lead Turnaround Partner (Base unit price per student per year 557 students@\$1,011/ student = \$564,138 SIG) VDOE contractor \$20,000 for orientation; report completion and data review; and continuous monitoring of the division, LTP, and the school School-level: Other Expenses: Interactive Achievement Tracbook data query system and assessments (\$6,000, Title I); iReady Reading and Math diagnostic and instructional package K-5 (\$17,900 Title I); ARDT Student Units (\$225.00 state funds); VAESP Annual Membership (\$4100 Title I);ACID Professional Development (\$12,000 Title I); NationalBoard Certification (\$3,000 Title I)</p>

Tab 15: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

<p>4000 - Internal Services</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>
<p>5000- Other Charges</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses: Priority School Technical Assistance Travel (\$6300 Title I); Parent Involvement (\$5000 Title I)</p>

Tab 15: Year 2 Budget and Narrative for Each Priority School
Application 2014-2015

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

Tab 16: Year 3 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, 2016 through September 30, 2017, 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(g)					
	Albert Harris 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	\$ -	\$ -	\$ 15,120.00	\$ -	\$ 15,120.00	\$ -	\$ 15,120.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ 1,156.56	\$ -	\$ 1,156.56	\$ -	\$ 1,156.56
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 476,740.00	\$ 476,740.00	\$ -	\$ 476,740.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ 24,000.00	\$ -	\$ 24,000.00	\$ -	\$ 24,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ 40,276.56	\$ 476,740.00	\$ 517,016.56	\$ -	\$ 517,016.56
Pre-Implementation Total		\$ -					

Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.

<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: Albert Harris Elementary School</p>	<p>Budget Narrative</p>
<p>1000 - Personnel</p>	<p>Pre-Implementation:</p> <p>Division-level: Teacher Stipends (24 k-5 teachers/ 4 per grade level -- 2 reading/ 2 math @ \$630/ teacher over 5 days) for summer reading and math curriculum and assessment development (\$15,120 SIG)</p> <p>School-level:</p> <p>Other Expenses: Title I Math Specialist (\$44,598 Title I); 2 Reading Specialists (\$44,037 EIRI and state/local funding and \$43,323 state/local funding); Title I Instructional Coordinator (\$66,987 Title I); ITRT (\$49,050 state/local funding);;Extended School Remediation Program (\$14,222 teacher stipend state/local);Title I Paraprofessionals (\$116,928 salary Title I)</p>	

Tab 16: Year 3 Budget and Narrative for Each Priority School
Application 2014-2015

<p>2000- Personnel (Benefits)</p>	<p>Pre-Implementation:</p> <p>Division-level: Benefits on Teacher Stipends (24 k-5 teachers/ 4 per grade level -- 2 reading/ 2 math @ \$48.19/ teachers over 5 days) for summer reading and math curriculum and assessment development (\$1,156.56 SIG)</p> <p>School-level:</p> <p>Other Expenses: Title I Math Specialist (\$16,161 Title I); 2 Reading Specialists (\$16,023 EIRI and state/local funding and \$15,847 state/local funding); Title I Instructional Coordinator (\$19,655 Title I); ITRT (\$17,255 state/local funding);Extended School Remediation Program (\$1,087 benefits state/local); Title I Paraprofessionals (\$46,829 benefits Title I)</p>
<p>3000- Purchased Services</p>	<p>Pre-Implementation:</p> <p>Division-level: Cambridge Education Lead Turnaround Partner (Base unit price per student per year 557 students@\$820/ student = 456,740 SIG) VDOE contractor \$20,000</p> <p>School-level:</p> <p>Other Expenses: Interactive Achievement Tracbook dat query system and assessments (\$6,000, Title I); iReady Reading and Math diagnostic and instructional package K-5 (\$17,900 Title I); ARDT Student Units (\$225.00 state funds); VAESP Annual Membership (\$4100 Title I);ACID Professional Development (\$12,000 Title I); NationalBoard Certification (\$3,000 Title I)</p>

4000 - Internal Services	Pre-Implementation: Division-level: School-level: Other Expenses:
5000- Other Charges	Pre-Implementation: Division-level: School-level: Other Expenses: Priority School Technical Assistance Travel (\$6300 Title I); Parent Involvement (\$5000 Title I)

Tab 16: Year 3 Budget and Narrative for Each Priority School
Application 2014-2015

<p>6000- Materials and Supplies</p>	<p>Pre-Implementation:</p> <p>Division-level: K-2 iReady Initiative Tablets 30 Laptops (5 per class for learning centers/ 6 classes; \$735/ laptop = \$24,000 SIG) to implement with fidelity iReady Reading and Math Diagnostic and Instructional software to support differentiated instruction at each grade level. Purchase laptops for kindergarten in year 1 and use existing carts in grades 1 and 2, purchase laptops for first grade in year 2, and second grade in year 3 -- rotating existing carts up to other grade levels so by year three every K-5 grade level will have laptops in classrooms for implementing iReady with fidelity</p> <p>School-level: 1 iPad cart/ 30 iPads (\$15,677.50 VPSA); 2 laptop carts/ 50 laptops (\$46,350 Title I)</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 17: 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 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	\$ -	\$ -	\$ -	\$ 15,120.00	\$ 15,120.00	\$ -	\$ 15,120.00
2000- Personnel (Benefits)	\$ -	\$ -	#VALUE!	#REF!	\$ 1,156.56	\$ -	\$ 1,156.56
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 584,138.00	\$ 584,138.00	\$ -	\$ 584,138.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	#VALUE!	#REF!	\$ 600,414.56	\$ -	\$ 600,414.56

Summary Year 2		All Schools					
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	\$ -	\$ -	\$ -	\$ 21,120.00	\$ 21,120.00	\$ -	\$ 21,120.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ 1,656.56	\$ 1,656.56	\$ -	\$ 1,656.56
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 584,138.00	\$ 584,138.00	\$ -	\$ 584,138.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ 606,914.56	\$ 606,914.56	\$ -	\$ 606,914.56

Tab 17: Budget Summary for All Priority Schools in the Division
Year 1, Year 2, Year 3 and Total Year 1-3

Summary Year 3	All Schools						
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	\$ -	\$ -	\$ 15,120.00	\$ -	\$ 15,120.00	\$ -	\$ 15,120.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ 1,156.56	\$ -	\$ 1,156.56	\$ -	\$ 1,156.56
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 476,740.00	\$ 476,740.00	\$ -	\$ 476,740.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ 24,000.00	\$ -	\$ 24,000.00	\$ -	\$ 24,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ 40,276.56	\$ 476,740.00	\$ 517,016.56	\$ -	\$ 517,016.56

Summary Years 1-3		All Schools - 3 Year Summary					
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	\$ -	\$ -	\$ 15,120.00	\$ 36,240.00	\$ 51,360.00	\$ -	\$ 51,360.00
2000- Personnel (Benefits)	\$ -	\$ -	#VALUE!	#REF!	\$ 3,969.68	\$ -	\$ 3,969.68
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 1,645,016.00	\$ 1,645,016.00	\$ -	\$ 1,645,016.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ 24,000.00	\$ -	\$ 24,000.00	\$ -	\$ 24,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	#VALUE!	#REF!	\$ 1,724,345.68	\$ -	\$ 1,724,345.68

Tab 22: 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 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	\$ -	\$ -	\$ -	\$ 30,240.00	\$ 30,240.00	\$ -	\$ 30,240.00
2000- Personnel (Benefits)	\$ -	\$ -	#VALUE!	#REF!	\$ 2,313.12	\$ -	\$ 2,313.12
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 1,168,276.00	\$ 1,168,276.00	\$ -	\$ 1,168,276.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	#VALUE!	#REF!	\$ 1,200,829.12	\$ -	\$ 1,200,829.12

Tab 22: Budget Summary for All Priority Schools in the Division
Year 1, Year 2, Year 3 and Total Year 1-3

Summary Year 2	All Schools						
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	\$ -	\$ -	\$ -	\$ 42,240.00	\$ 42,240.00	\$ -	\$ 42,240.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ 3,313.12	\$ 3,313.12	\$ -	\$ 3,313.12
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 1,168,276.00	\$ 1,168,276.00	\$ -	\$ 1,168,276.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ 1,213,829.12	\$ 1,213,829.12	\$ -	\$ 1,213,829.12

Tab 22: Budget Summary for All Priority Schools in the Division
Year 1, Year 2, Year 3 and Total Year 1-3

Summary Year 3	All Schools						
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	\$ -	\$ -	\$ 15,120.00	\$ -	\$ 15,120.00	\$ -	\$ 15,120.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ 1,156.56	\$ -	\$ 1,156.56	\$ -	\$ 1,156.56
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 476,740.00	\$ 476,740.00	\$ -	\$ 476,740.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ 24,000.00	\$ -	\$ 24,000.00	\$ -	\$ 24,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ 40,276.56	\$ 476,740.00	\$ 517,016.56	\$ -	\$ 517,016.56

Tab 22: Budget Summary for All Priority Schools in the Division
Year 1, Year 2, Year 3 and Total Year 1-3

Summary Years 1-3	All Schools - 3 Year Summary						
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	\$ -	\$ -	\$ 15,120.00	\$ 72,480.00	\$ 87,600.00	\$ -	\$ 87,600.00
2000- Personnel (Benefits)	\$ -	\$ -	#VALUE!	#REF!	\$ -	\$ -	\$ 6,782.80
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 2,813,292.00	\$ -	\$ -	\$ 2,813,292.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ 24,000.00	\$ -	\$ -	\$ -	\$ 24,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	#VALUE!	#REF!	\$ 87,600.00	\$ -	\$ 2,931,674.80

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>

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:	<input type="text"/>	Date <input type="text" value="8/29/2014"/>
Principals's Typed Name:	<input type="text" value="Judy S. Cox"/>	
Superintendent's Signature:	<input type="text"/>	Date <input type="text" value="8/29/2014"/>
Superintendent's Typed Name:	<input type="text" value="Pam V. Heath"/>	

Tab 25: Assurances for Districts with School Turnaround Offices Funded with 1003 (a) and/or 1003 (g) Funds

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

The school division must assure that it:

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

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

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

3. Follows state and local procurement policies.

- 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.

Tab 25: Assurances for Districts with School Turnaround Offices Funded with 1003 (a) and/or 1003 (g) Funds

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 *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.shtm)

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
- Datacation is required for each Priority school in districts with a grant funded Turnaround Office.**

Tab 25: Assurances for Districts with School Turnaround Offices Funded with 1003 (a) and/or 1003 (g) Funds

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 <i>Algebra Readiness Diagnostic Test</i> (ARDT) for all schools with grade 5 or higher for all students who have failed the SOL mathematics assessment in the previous year, a student with a disability, or an English language learner (fall, mid-year, and spring at minimum).
9. Ensures principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative from the Office of School Turnaround .
10. Continues implementation of a division-level team with representatives for the following: Office of School Turnaround, instruction, Title I, special education and ELL (if applicable). The division team will: <ul style="list-style-type: none">• review each school's improvement plan;• ensure documentation of division support is evidenced in the school's plan;• meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report; and• assist in updating the school's plan to evidence the division's support of actions developed from analysis of data.
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.

Tab 25: Assurances for Districts with School Turnaround Offices Funded with 1003 (a) and/or 1003 (g) Funds

16. Additional Assurances specific to Districts with School Turnaround Offices:

- Participates in the UPD performance management project during the 2014-15 school year. This requires selecting two schools and dedicated district representation. During the 2015-16 school year, the UPD performance management process will be implemented with all other Priority schools in the district.
- Ensures an annual parent meeting for each Priority school to discuss Priority status and progress to date.
- Reports quarterly to the local school board on each Priority school's progress as documented in the Priority School Quarterly Data Analysis Report.
- Sets annual measurable goals for the Office of School Turnaround. Goals should be submitted to the Office of School Improvement by August 30 each year.

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

Principal'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