

Tab 1: Division and School Information

Division Name	Newport News Public School
Contact	Keith Hubbard
Address Line 1	12465 Warwick Blvd
Address Line 2	
City, VA, zipcode	Newport News Public School
Email Address	keith.hubbard@nn.k12.va.us
Telephone Number	757-283-7788 x 12187

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

School 1 Name	Willis A. Jenkins	Indicate which model the school has chosen with an X.					
Principal Name	Terri McCaughan	1	<input type="checkbox"/>	USED School Turnaround			
Address Line 1	80 Menchville 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	Newport News, VA 23602	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	terri.mccaughan@nn.k12.va.us		<input checked="" type="checkbox"/>	1003(a)			
Telephone Number	757-881-5400 x 39520		<input type="checkbox"/>	1003(g)			
NCES ID #: 5.10264E+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 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)	

Tab 2: School 1 Reflections and Planning
and Required Elements

School 1 Name:	Willis A. Jenkins
<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>Goal 1: Increase English/Reading Standards of Learning pass rate from 50% to 75%. Goal 2: Increase the percentage of first grade students meeting the spring Phonological Awareness Literacy Screening from 77% to 87%. Goal 3: Increase the percentage of second grade students meeting the spring Phonological Awareness Literacy Screening from 84% to 92%. Goal 4: Increase Math Standards of Learning pass rates from 70% to 82%. Goal 5: Increase the percentage of students achieving/ exceeding benchmark expectations in English and math to 85%. Indicators that reflect associated action: I-4: Provide all staff high quality, ongoing, job-embedded, and differentiated professional development. I-5: Structure professional development to provide adequate time for collaboration and active learning. I-7: Set goals for professional development and monitor the extent to which it has changed practice. K-5: Monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. K-6: All teachers, working in teams, will differentiate and align learning activities with state standards. K-7: All teachers will assess student learning frequently using standards-based classroom assessments. TA 01: Identification of students at risk of failing and in need of targeted intervention. TA 02: Tiered, differentiated intervention process to assign interventions. TA 03: Use a monitoring process to ensure fidelity and effectiveness of interventions.</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>The general school climate, including the physical plant, is markedly improved from last year. The building has undergone many upgrades based on needs identified by multiple walkthroughs with the new principal, central office staff members, and building staff. New furniture has been purchased for the library, teachers' lounge, office, and parent sitting area. Areas inside and outside of the building were painted, with paw prints representing the school's mascot, decorating each hall. The building has been decluttered with unused and unsafe furniture removed from the building. The division's community relations' department worked with the school staff to design a new mascot. New school entry mats were ordered for the office and main hallway. The student and staff restrooms were decorated to encourage staff and students to take care of those areas in the building. Prior to the end of the 2013-2014 school year, all staff members participated in a continue, stop, start activity that provided the opportunity to reflect on effective practices and hopes and dreams for the upcoming school year. This work was used as the starting point for reintroducing indicators related to school climate. A common theme across the school was that strategies needed to be put in place to recognize student achievement on a regular basis and that teachers needed to receive ongoing feedback to improve teaching and learning.</p>
<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>School climate is positive as the year begins. Teachers and staff feel they have an understanding of the work required to improve student achievement. The building administrator has a concern related to the challenges of introducing too many initiatives in a short period of time. In addition to the work taking place with VDOE and our LTP, Cambridge, the school recently was awarded grants from Alternatives, Inc and the Virginia Department of Education to fund 21st-Century Community Learning Centers. When too many programs are put in place, school climate is affected as staff members are overwhelmed with the requirements and time they necessitate.</p>

Tab 2: School 1 Reflections and Planning
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<p>PROCESS STEPS / ATMOSPHERE OF CHANGE</p> <p>1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders?</p> <p>b. How are decisions communicated with all staff and/or stakeholders?</p>	<p>The school leadership team is comprised of representatives from all stakeholder groups. This structure provides a direct line of communication from grade level lead teachers and specialists to the rest of the staff. New this year is a Teaching and Learning SharePoint site that houses "in the loop" newsletters designed to keep all stakeholders knowledgeable about school improvement efforts and teaching and learning activities. Also new for the 2014-2015 school year is the creation of Wise Wednesdays. Each Wednesday after students dismiss, the entire staff comes together to reflect on the week, examine student work, plan next steps, and make decisions that will continue to move the school forward. Indicators: D-1, D-3, D-5</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>This year, the leadership team spent time adding and/or combining indicators identified in Indistar. A staff survey was developed based on the indicators that are most likely to make a substantial improvement in student achievement. Lead teachers completed surveys to identify the areas in which they are most interested or in which they have an identified talent. These leaders will spearhead efforts for assigned work and survey other staff members to form teams that will work with administrators on tasks. Indicators: D-1, D-5</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>Effective teaching and learning practices are being identified as all staff members work together to gain a better understanding of the Standards of Effective Teaching. With an emphasis on standards 1-5, all staff members are developing a common language and understanding of what effective teaching and learning looks like. Regular walkthroughs with the buiding administrators, LTP, central office staff, and teacher leaders will provide the basis for collaborative conversations related to the implementation of high yield strategies. Specific and timely feedback is a critical component of ensuring that newly discussed or learned strategies are implemented with fidelity. When the process does not seem to be working, additional support will be provided to the appropriate grade level team or individual team to determine the reason for lack of implementation.</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>In the fall, state and local assessments are used to determine students in need of additional support. In the fall, teachers will review previous SOL results, division benchmark results, report cards, language arts portfolios, and math unit assessments to glean information related to previous performance. In September/October, the Phonological Awareness Literacy Screening (K-3), writing samples (K-5), math core screening assessments (K-5), and reading and math benchmark assessments (3-5) are some of the assessments that will provide information related to student strengths and weaknesses. Throughout the school year, many of the same assessments will be used as progress measuring tools. Additional formative assessments, such as, the DRA, spelling inventories, math problem solving tasks, performance assessments, and math unit assessments will also be used. Indicators: TA01, TA02, TA03</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 will differentiate teaching and learning activities in at least four ways as determined by student readiness, interest, or learning profile. content – what the student needs to learn or how the student will get access to the information; process – activities in which the student engages in order to make sense of or master the content; products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and learning environment – the way the classroom works and feels. Even when instruction is differentiated, attention will be given to designing scaffolds that support students in achieving at the level of rigor noted in grade level standards in the curriculum framework. Formative assessments will be used as the foundation for collaborative planning and conversations related to student achievement. Teachers will use a strategy gleaned from a workshop at Old Dominion University that utilizes work from the West Virginia Department of Education. This strategy provides an easy way for teachers record student strengths and weaknesses. In addition, the staff will participate on multiple workshops that delve into the work of Dr. Margaret Heritage. Indicators: I-4, I-7, K-7, K-8</p>

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<p>3. How does student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p>	<p>Teachers will continue to follow the goal setting process outlined in our Teacher Development and Evaluation process for math, reading and writing. Pre-assessments administered in the fall will provide a starting point for instruction and the foundation for goal setting activities. Mid-year assessments will provide information to teachers on the progress of students toward goals. This data will be used to adjust the instructional plan developed in the fall when specific student goals were set. This year we will add student-generated goal setting activities in an effort to involve students in initiative and self-direction. Each student agenda contains goal setting pages for our new Score in 4! program. Teachers work with students to set 1-2 SMART goals each four weeks. Recognition for achieving goals will take place as grade level teams and involve student-led conferences and parental support. The combination of teacher and student created goals will provide a comprehensive look at the strengths and weaknesses of each student and be used to plan instruction for small groups.</p>
<p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>School administrators continue to look for ways to involve community members. Calvary Chapel Church, Next Level Church, Waters Edge Church, St. Jerome's Church have provided school supplies and support for the school. The school partners with the Food Bank to provide food baskets to identified families. The school has partnered with Alternatives, Inc to provide 11 volunteers to support citizenship education. Indicators: D-1, D-3, J-6</p>
<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	<p>The school has contracted with Cambridge Education as noted in the Commonwealth of Virginia Standard Contract No. DOE-LASTP-2013-04-6. Indicators in section E: Contracting with External Providers. As a LTP Cambridge will provide monthly support in Disaggregating student performance data and making measurable , In a coaching role with identified school leadership (Principal, Assistant Principal, Reading Specialist, and Lead Teachers) They will also provide daily support through observation and feedback on classroom Tier 1 instruction and will provide monthly Professional development based on identified area of concern in alignment with the Annual School Quality Review and the daily observations on Teachers and coaches.</p>

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<p>3. In what ways will parents be involved in the design and implementation of the interventions, and given the opportunity for input? Informed of progress?</p>	<p>Parents and families will be involved beginning in September with the creation of our September Score in 4! goal setting activities. Our September Back to School Night will be used to share additional information with parents related to student goals and strategies for achieving goals. They will be active partners that will work with teachers and students on measuring and establishing new goals every 4 weeks. Additionally, parents are a critical part of our student intervention cycle and will participate in the development of Student Intervention Plans on a regular basis. Such involvement includes hearing reports on progress monitoring assessments and brainstorming next steps.</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>A review of student achievement by class provided information related to teacher effectiveness by student subgroup or learner profile. For example, changes were made to the assignment of special education students in three grade levels based on trend data. Conversations with teachers also helped identified which teachers had a passion and skill-set that meet the needs of our English Language Learners. Continued teacher observation and data talks will provide ongoing information of how students are progressing across the school.</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>School administrators follow the procedures and timelines outlined in the division's Teacher Development and Evaluation Process. Talent Ed provides a web-based system for tracking the variety of tasks required for continuing contract and provisional teachers.</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>Our first priority is to develop each staff members sense of efficacy so that they see the connection between their level of expertise and the achievement of students. Reward takes the place of supportive feedback, additional opportunities to read professional books and mentor teachers, and teacher instructional materials that support innovative and effective teaching and learning. Regular teacher observations and the ongoing examination of student work and assessment data identify teachers who are increasing student achievement and those who would benefit from additional support. Regular communication with the reading specialist, division teacher coaches, and lead teachers ensure that each teacher's needs are met.</p>
<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>The principal will be evaluated by the Executive Director of Elementary School Leadership utilizing the VDOE Principal Performance Standards and Evaluation Criteria.</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>State contractors, lead turnaround partners, and internal partners work in support of the school's goals. The relation between the lead turnaround partner and the school can be improved through monthly meetings to identify the progress being made on targeted goals in the area of Instruction and leadership. Once a month the District, State, LTP, and Principal will complete a 30 day Monitoring Rubric to assess the progress made on identified areas in Instruction and Leadership. Measurable targets will be identified and progress made toward these targets will be discussed with next steps planned to improve upon the identified areas..</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>The school leadership team serves as the first level of the decision-making process. Team members are responsible for soliciting the input and ideas regarding decisions from their respective groups. This includes members of the leadership team who survey and hold conversations with parents. The building principal engages the Executive Director of Elementary School Leader and the Director of Elementary Schools in decision making conversations as appropriate.</p>
<p>2. What policies or practices exist as barriers that may impede the school's success? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices). List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)</p>	<p>The practice of multiple grants at the school has the potential to be a barrier. In addition to the work taking place with VDOE and our LTP, Cambridge, the school recently was awarded grants from Alternatives, Inc to provide support for citizen-ship education and the Virginia Department of Education to fund 21st-Century Community Learning Centers. When too many programs are put in place, the attention of the staff is diverted to accommodate multiple requirements related to human resources, financial resources, and scheduling.</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>Continuation of the Indistar Program, leadership capacity building, data analysis and intervention practices of early identification of students in need of additional support in reading and/or math are services/strategies that would continue to be beneficial after the support of federal funds ends. The division continues to utilize a train the trainer model and to offer a series of staff development opportunities throughout the school year. Division administrators are available to provide staff development in buildings based on needs.</p>
<p>2. What supports from the state would be the most helpful?</p>	<p>Additional guidance on formative assessments that are aligned to standards in content and cognitive level, sample structures for collecting and using formative assessment data to guide instruction, and sample effective scheduling and subject integration ideas/materials.</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>

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<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 are required to attend school each day for 395 minutes. A minimum of 75% of the annual instructional time of 990 hours is given to instruction in English, mathematics, science, and history/social science. To support meaningful instruction and the integration of content areas, blocks have time have been scheduled to support English/history and social science and math and science. Daily time allocations for the English/history block range from 180 minutes in kindergarten to 105 minutes in fifth grade. Daily time allocations in math/science range from 80 minutes in kindergarten to 110 in fifth grade. Additional intervention blocks, ranging in time from 35 minutes in first grade to 50 minutes in fifth grade support the regular instructional minutes. Additional instructional hours will be added through the use of after school activities. Additional instructional hours will be added through the use of after school tutoring, Saturday Academy- 11 sessions for 4 hours in Reading and Math with 3-5 grade students starting in January and ending in April, a 12 day Summer Academy is also planned for students in grades k-5 to give a jump start to the upcoming school year for 12 days at 4 hours a day.</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>Total Students: 429 Male: 241 Female: 188 Asian: 5 Black: 260 Hispanic: 73 White: 75 Students with disabilities: 57 Limited English proficient: 44 Migrant: n/a Homeless: n/a 326 (economically disadvantaged) Economically disadvantaged:</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>Annual third grade reading scores decreased by 5%, increased by 1% in grade 4, and increased by 15% in grade 5. Math scores increased across grade levels, with 16% in grade 3, 9% in grade 4, and 39% in grade 5. While all grade levels engaged in unpacking the standards and providing interventions, it was more successful in some classrooms than in others. Observations by the new principal will enable additional problem solving to occur. It is important to note that there were long term substitute in grades 3 and 4 for several months. Some teachers made notable progress with students and it will be helpful to establish expectations for collaborative planning and mentoring. The percent of students not meeting the PALS benchmark from fall to spring decreased by 1% in kindergarten, increased by 11% in first grade, and decreased in second grade by 24%. There were two long term substitutes in first grade and students in these two classes did not perform as well as the other classrooms.</p>
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Tab 2: School 1 Reflections and Planning
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<p>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p>	<p>The school was built in 1966, with a total of 38 classrooms. The library/media center is located on the main hall of the school and has the potential to be a critical space for teaching and learning at Jenkins. There are two large areas that could be used for instruction simultaneously with minor adjustments to the current set up. The layout of tables in the cafeteria has been changed for the 2014-2015 school year to reduce the number of classes having lunch at one time. Additionally, the timeframe for lunch has been expanded to ensure that the noise level remains conducive for conversations among students and adults. Also new this year will be book baskets on each table to encourage students to read and discuss a variety of text during the lunch time. The school's gym is in good condition and provides a large space for physical education when weather does not permit students to be outside. Two playgrounds are located outside, along with two fields used for a variety of ball games.</p>	
<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p>The school has one computer lab that provides a location for classes to work at desktop computers with their teacher and our instructional technology coach. Each 3rd-5th grade classroom is equipped with a set of five laptop computers. Primary classrooms have 3 desktop computers to use during independent work. The school has 2 rolling laptop carts that can be checked out by teachers for classroom use. Each classroom has a SmartBoard. The school also has several sets of student response tools, document cameras and flip cameras.</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>37</p>	<p>100</p>
<p>Teachers (not highly qualified)</p>	<p>0</p>	<p></p>

Tab 2: School 1 Reflections and Planning
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Set 2 Category	Number of Teachers	Percentage of All Teachers
Teachers with less than 3 years in grade/subject	11	30%
Number of teachers with a provisional license	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
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<p>9. a. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below)</p> <p>Sample:</p> <table border="1"> <thead> <tr> <th>Yrs</th> <th>#Instructional Staff</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> </tr> <tr> <td>1</td> <td>6</td> </tr> <tr> <td>2</td> <td>4...</td> </tr> </tbody> </table> <p>b. Total number of days teachers worked divided by the number of teaching days (2013-2014).</p>	Yrs	#Instructional Staff	0	1	1	6	2	4...	<p>Years at Jenkins/ Instructional Staff</p> <p>0/ 13 the following are teachers with less than 3 years of experience (K-3, 1-5,2-4,3-5,4-1,and Art -1)</p> <p>1/ 0</p> <p>2/ 5</p> <p>3/ 6</p> <p>6/ 6</p> <p>7/3</p> <p>8/1</p> <p>16/2</p> <p>20/1</p> <p>b. 174 days/97%</p>
Yrs	#Instructional Staff								
0	1								
1	6								
2	4...								
<p>Required Elements</p>									
<p>Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.</p>									
<p>Required element</p>	<p>Response</p>								

Tab 2: School 1 Reflections and Planning
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<p>1. a. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively. b. Provide a timeline.</p>	<p>Monthly meetings will be held with LTP, Central Office Personnel and Building level Administrators to review all data in required reports and set appropriate steps and or goals. Items to include are enrollment, discipline, attendance, student achievement, tiered intervention, teacher recruitment activities, teacher evaluation and or observations, core curriculum taught, minutes for extended learning, Role of supporting partnerships, parent development activities, and budget as appropriate. Indistar Indicators (E5-E8)</p>
<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>1. The RFP process was implemented for external providers and Cambridge was selected for our priority school. The process included interviewing multiple vendors seeking parent input and aligning services provided with district and schools needs. Once a selection was made the information was distributed to key stakeholders via email and a letter. Indistar Indicator (E1-E4)</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>Goal 1 – Increase Math SOL scores by 25% (Indicators TA01,02, and 03 I10, K2) Goal 2 – Increase Reading SOL Scores by 25% (Indicators I1, I8) (TA 01,02 03) The school will make AMO's in Reading (66%) and Math (64%) for all students (TA 01,02 03)</p>

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<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>At the division level NNPS has a Chief of Academics, 2 Executive Directors for Elementary Leadership (1 assigned to each school) 1 Director of Elementary Leadership; 1 Executive Director for Elementary Curriculum and Instruction; Supervisors, Math Coaches and Data Analyst which are assigned to each priority school based on areas of greatest needs. At the building level there are identified School Improvement Teams, Grade Level Leads, Parent Liaison Specialists, Interventionist and Reading Specialists. The VDOE School Liaison and Indistar Supervisor also support the priority school. There is a 17:1 student-teacher ratio. Two annual meetings with Parent Advisory team to share information regarding schools progress in all identified areas. Plus regularly scheduled meetings with parents and information through parent link will provide them with peretinent information.Indistar Indicators(D1-D7)</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 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:							
X 1003(a)		Willis A. Jenkins					
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	\$ -	\$ -	\$ -	\$ 61,904.70	\$ 61,904.70	\$ 130,642.00	\$ 192,546.70
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ 5,045.23	\$ 5,045.23	\$ -	\$ 5,045.23
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 653,293.08	\$ 653,293.08	\$ -	\$ 653,293.08
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ 720,243.01	\$ 720,243.01	\$ 130,642.00	\$ 850,885.01
Pre-Implementation Total		\$ -					

Tab 19: 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.

Sample Entry 6000 Materials and Supplies	Pre-Implementation: Mailings (2) - postage 142.00; printing \$298 (Total \$440.00) Division-level: NA 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) 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)	
Expenditure Codes	School: Willis A. Jenkins	Budget Narrative
1000 - Personnel	Pre-Implementation: Division-level: School-level: Staff stipends for an additional 2 hours each week for 33 weeks @25.35 per hour for professional development and planning.total number of staff members (37)(61,904.70) Indicators: I-5, I-5, K-6, K-8, TA-o1, TA-02, TA-03 Other Expenses: 2 Teacher coaches to build capacity in reading and Math for grades k-5 In alignment with Indistar Indicators TA 01,02, and 03. 130,642.00 from Title I funding	

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: FICA and other fringe benefits (.0815%). Fringes to include VRS,Health, and others at the approved rate.These will be used to pay the amount needed for teachers working in the area of unpacking standards and developing assessments for classroom instruction. 5,045.23</p> <p>Other Expenses:</p>
<p>3000- Purchased Services</p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Lead Turnaround Partner cost of \$563,133.08 for 32 hours a week over the course of 9.5 months (1639.00 x 434 students). State contract DOE-LASTP-2013-04-6 outlines scope of work. \$74,160 for contract services by the University of Virginia for courses: EDIS 5435 Writing Across the Curriculum, EDIS 5750 Using PALS to Plan Literacy Instruction, and EDIS 7710 Reading in the Content Areas. (3 total courses for 22 Teachers @ 1,123 per course) Indicators: I-4, I-5, J-8, K-6, K-8, TA-01, TA-02, TA-03 State VDOE Contractor is responsible for orientation, report completion, data review, and continuous monitoring of the alignment between the division, LTP, and the school. (16,000.00)</p> <p>Other Expenses:</p>

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

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 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.

- | |
|--|
| <p>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:</p> <ul style="list-style-type: none"> • review each school's improvement plan; • ensure documentation of division support is evidenced in the school's plan; • meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report; and • assist in updating the school's plan to evidence the division's support of actions developed from analysis of data. |
| <p>11. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs.</p> |
| <p>12. Collaborates with VDOE-assigned onsite contractor to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform.</p> |
| <p>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.</p> |
| <p>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).</p> |
| <p>15. Ensures the school principal is integrally involved in the application process.</p> |
| <p>16. Implements UPD Performance Management with fidelity. This applies only to selected school divisions where funding is provided by OSI.</p> |

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="8/28/2014"/>
Principals's Typed Name:	<input type="text" value="Terri McCaughan"/>	
Superintendent's Signature:	<input type="text"/>	Date <input type="text" value="8/28/2014"/>
Superintendent's Typed Name:	<input type="text" value="Ashby Kilgore"/>	

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