

**Local Education Agency (LEA) Application
for
School Improvement Grant
1003(a) or 1003(g) Funds**

Under Public Law 107-110, Elementary and Secondary Education Act, As Amended



School Year 2015-2016

**Virginia Department of Education
Office of Program Administration and Accountability and
Office of School Improvement
P. O. Box 2120
Richmond, Virginia 23218-2120**



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SUBMISSION REQUIREMENTS

1. Submission Deadlines

- Submit Continuation Applications (Cohorts I-V) by **July 13, 2015**
- Submit Cohort VI Applications by **October 16, 2015**

2. Submission Process

Save one complete application per Priority School. In order for an application to be considered complete, each school's application submission must include the following:

- 1)** Application Details/Program Narrative (Word) saved with the following naming convention:
DivisionName_SY1516 SIG Application_SchoolName.docx
- 2)** Budget Workbook (Excel) saved with the following naming convention:
Division Name_AttachmentA (Date of Submission).xls
- 3)** A PDF version of the signed assurances must be included with the electronic submission of the application file with the following naming convention:
DivisionName_SY1516 SIG Assurances_SchoolName

Submit the application via email to the appropriate OSI point of contact for the division listed below.

- Kristi Bond, ESEA Lead Coordinator at kristi.bond@doe.virginia.gov
- Natalie Halloran, ESEA Lead Coordinator at natalie.halloran@doe.virginia.gov

- 3.** In order for this application to be considered complete, the LEA must provide a copy of the approved LTP Scope of Work (SOW)/statement of services aligned to the specifications of VDOE Low Achieving Contract Award for review by VDOE procurement and OSI.

For external providers not listed on the VDOE Low Achieving Contract Award, the LEA must provide to the VDOE copies of the request for proposals (RFP), application guidelines for external providers, and criteria used to evaluate applications.

COVER PAGE

LEA Contact for Priority Schools

Division: Buckingham

Contact Name: Thelma Llewellyn **Phone:** 434-969-6100 (ext. 116)

Address: 15595 W. James Anderson Hwy. **Email:** llet@bcpschools.org
Buckingham, VA 23921

Priority School Information

School Name: Buckingham Elementary **Cohort:** IV

Principal Name: Cindy O'Brien **Phone:** 434-505-0000

Address: 40 Frank Harris Road **Email:** cobrien@bcpschools.org
Dillwyn, VA 23936

NCES #: 510054002870

NCES Link: <http://nces.ed.gov/ccd/schoolsearch/>

School Reform Model Selected for the School

Turnaround Transformation *Restart Closure

N/A State Determined Model *Evidence-based Whole School Reform Model *Early Learning Model

*Selection of one of these models requires additional information in the application details below.

SECTION 1: REFLECTION & PLANNING

For each Priority school that the LEA commits to serve, the LEA must demonstrate that it has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified.

Respond to each prompt below reflecting on the past year's improvement efforts and to plan for next year. Include indicators from the *Transformation Toolkit* that reflect associated action steps and responsibilities evidenced in the school's improvement plan for 2015-2016 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.

I. Future Goals

- (1) Provide 3-5 school goals for the coming school year. Goals should be both specific and measurable.

Goal 1: By Spring 2015-2016 assessment year, Buckingham Elementary will increase all students subgroup rate on reading from 64% to 75% as measured by the Virginia Standards of Learning assessments in grades 3-5.

Goal 2: By Spring 2015-2016 assessment year, Buckingham County Elementary will increase the all students subgroup in math from 70% to 75% as measured by the Virginia Standards of Learning assessment for grades 3-5.

Goal 3: By Spring 2015-2016 assessment year, Buckingham County Elementary will increase the students with disabilities subgroup from 30% to 40% in reading and from 35% to 45% in math in grades 3-5.

II. School Climate

- (1) How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year?
- (2) What were the most successful strategies used to change the school climate?
- (3) Describe any unsuccessful attempts or strategies used to change the school climate.
- (4) Describe anticipated barriers to further improving the school climate.

1. The general school climate has improved as we have worked through the school improvement process. Teachers have gained knowledge and understanding of the direction that our school is moving. Teachers are now leading professional development and sharing what is working for them in their classes. Teachers have increased leadership roles in carrying out the school

improvement plan and their assigned indicators.

2. The transformational team continues to empower teachers to be leaders.. Teacher led professional development gives teachers the opportunity to learn from each other and showcase their strengths and ideas. Our school-wide theme also generated excitement and unity. Teachers requested to continue the same theme due the popularity of our superhero theme.
3. Buckingham County Elementary School fine-tuned the strategies that were working. We continued to have special days to get parents, grandparents, and community members in the school. The assistant principal worked with teachers on the discipline procedures to establish consistent procedures. This was somewhat successful, but parent contacts still need to increase. A more specific and clearer process is being created with an emphasis on parent communication.
4. Students lack exposure to cultural experiences and background knowledge is a barrier. Many children come from single parent homes and lack male role models. There is a lack of educational resources in the home and many parents lack formal education and training. This topic will be addressed at PTO meetings and Title I family events by providing training and cultural experiences. Building cultural experiences and providing literacy training and enrichment for parents is how we will try to address this issue.

III. Process Steps/Atmosphere of Change

- (1) How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders?
- (2) How are decisions communicated with all staff and/or stakeholders?
- (3) How are responsibilities divided amongst the team members? Provide a description of the team members (division-level and school-based) roles in monitoring goals and progress towards leading indicators.
- (4) How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?

1. The leadership team will continue to share at faculty meetings. Team members take information back to their team during collaborative planning. Team members also gather information from their teams to discuss and share at our leadership meetings. Surveys are also used to solicit information from teachers. A second school quality review was conducted in March 2015 to get input from teachers, staff, parents, and students.
2. Decisions are communicated through several means. An FYI is sent from the principal weekly and throughout the week as needed. Newsletters are sent to parents quarterly to update them on events and school news. The leadership team members meet with stakeholders to share information on our journey to change. The principal meets with paraprofessionals and support staff to inform them about school improvement and how they can continue to help. Indistar A-1, D-1, D-2, D-3, D-4.
3. The transformation team consists of principal who is the leader of the team; secretary that

keeps the minutes and send out to staff and reads at faculty meetings; process manager that keeps everything updated in indistar and monitors dates on tasks; The transformation team secretary sends out minutes from transformation meetings and reads the minutes at faculty meetings. The process manager makes sure minutes and updated tasks are entered into indistar. The process manager enters information in indistar and monitors the completion of the tasks; wise way wizard that is responsible for referring to the wise ways research that applies to our tasks; timekeeper to keep us on track and watch the time; instructional coordinator to report leading and lagging indicators to the team; and internal lead partner that provides input from central office to the team. She helps monitor progress and monitors the grant. Updates from the transformation meetings are shared at Title I meetings. Team members are assigned tasks by the principal based on input from the team. Team members often form committees and get help from outside the team. An example would be that recently we formed an attendance committee to get help with promoting school attendance. They created incentives for student and teacher attendance and were responsible for monitoring.

4. The Leadership team looks at data quarterly to determine effectiveness of instruction and remediation. Struggling students are referred to small group instruction using the RTI model. The leadership team is using research to determine most effective interventions. Training is being provided to teachers and paraprofessionals implementing strategies in weak areas. Using interactive achievement's trac book will allow closer monitoring of individual students through grades, benchmarks, PALS, behavior, attendance, and pull out interventions. Teachers will monitor student progress through bi-weekly formative assessments. We have a teacher assistance team in place to provide behavior or academic strategies and support to teachers with needs of struggling students. In addition administration will monitor practices through walk throughs, observations and studying the data. Quarterly reports in Indistar will indicate any adjustments needed to ensure adequate student progress.

IV. Instruction

- (1) How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)
- (2) How do teachers differentiate learning for students in whole group instruction?
- (3) How are formative assessments used in your school?
- (4) How does student achievement goal setting (Standard 7 of Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers) impact classroom instruction?

1. Multiple tools are used to identify students for additional support in reading and math. I-ready Diagnostic is a universal screening tool that is used to identify students' Reading and Math levels, as well as weaknesses, in grades K-5 PALS is a universal screening tool used to identify students' weaknesses in grades K-3 for reading interventions. Both of these assessments are administered to all students three times a year and used for progress monitoring through the year for those students identified as needing additional support. The

teacher looks at student's grades, data and performance (PALS, benchmarks, classroom assessments). The reading specialist monitors remediation in reading and math. Small group remediation is done and progress is monitored. The Teacher Assistance Team works with students that are still not making progress and works with teachers in providing effective interventions. In addition, we are adding the use of Fountas & Pinnell Assessment Kit and then following up with the recommended intervention.

2. Teachers differentiate the learning for students through the use of small group instruction as well as computer adaptive learning support programs such as I-Ready. While both of these structures are in place, they continue to be changed based on data. The differentiation in the small group needs to be refined to be more targeted on specific skills. Also, the computer adaptive learning needs to be implemented with fidelity. During whole group instruction students that are more advanced are given enrichment activities and students that are struggling are given extra support through individualized help and using strategies such as scaffolding. Some of the many ways our teachers differentiate include learning centers, choices in the types of assignments completed, cooperative learning, acting, singing, drawing, and writing. Teachers are responsible for keeping data on skill mastery and reteaching those who need it.
3. Pre assessments are developed by the teachers to gather data to be used to plan for differentiated Tier I instruction, with unit assessments created to monitor student learning and progress. Formative assessments are used throughout instruction to gauge students' understanding, need for reteaching, and instructional decisions. The alignment of the assessments to the standards and the adjustment of instruction, based on the informal assessments continue to be a concern. Teachers use student objectives and mastery criteria with students to monitor student progress daily. Teachers have created monthly common formative assessments to gauge students' understanding, need for re-teaching, and instructional decisions. This year we will be adding Fountas & Pinnell as well. This is a benchmark assessment tool to identify the instructional and independent reading levels of students and document one on one progress through formative and summative assessments.
4. Teachers set their goals for standard 7 based on SOL data. Classroom instruction is impacted when reading and math teachers in grades 3-5 use results of common grade level assessment or I- Ready to monitor goals and guide differentiated instruction in small group, whole group classroom and tutoring instruction. Teachers' formative assessments monitor students' achievement to ensure that students meet the goals that were set for the students at the beginning of the year in their final post-test. Instructional strategies are modified so students' meet daily goals. (Indi star K-4, K-5, K-6, K-7, K-8)

V. External Support

- (1) Describe how the involvement of community-based organizations is aligned to the school's improvement plan.

- (2) Which external partners (LTP), 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.
- (3) Describe (a) the ways parents and the community have been involved in the design and implementation of the interventions (LTP); (b) the input provided by parents and community members (needs identified by the stakeholders), and (c) how they will be informed of on-going progress?

1. We are making the Community Organizations aware of the need for change. In our school improvement plan we had a campaign to make the community aware of our priority status and the changes that have been occurring. We are having activities that bring the community organizations in and are involving them in activities such as fall festival, career day, grandparents' day, Veterans' Day, Muffins with Mom, and Doughnuts with Dad. The community organizations are involved in financing some of these activities as well as coming in and participating with parents, staff and students. In our school improvement plan there are tasks that are directly related to this. The involvement of faith based organizations has increased by inviting them to an informational breakfast. Two way communications between the ministers and the school was created. Some have assisted with our backpack program, school supply drives, and recognized honor roll students at their churches. Communication between the Youth League and Recreation Department has also allowed for recognition at school of accomplishments made in community programs as well as the organizations recognizing the students for school accomplishments. The purpose is to engage the community in our school improvement process and to become a part of our school community.
2. Cambridge is our external partner. The external partner will continue to help lead the re-creation of our written curriculum. Last year they focused on administrative coaching and this year they will continue that and add math and reading in-class coaching to align instruction to the standards and to provide increased engagement strategies. Differentiation, teacher directed instruction, cooperative groups, and questioning strategies will be areas of focus this year. They will offer training/coaching in areas identified as a need. They will assist the school with gathering and analyzing data. They will help us engage the families and community to support our instructional focus. They will also help us to identify positive things that teachers should be rewarded. The Cambridge reading coach will be with us 1 ½ days per week and the math/administrative coach will be with us 1 day per week. The Cambridge reading coach will work with our new reading coach to help train her so that we will have sustainability when the grant is over.
3. The principal or assistant principal meets with the executive PTO and correspond through emails with the board. Title I workshops are held and parents are given surveys to provide input. Parents are notified of progress made throughout the school improvement process through letters and Family Fun Night events at the school. Coffee w/principal activities with various stakeholders are held. We have had two school quality reviews involving parents. Progress is shared at PTO meetings, newsletters, and the Title I Parent Advisory Council. The superintendent gives an instructional update at every school board

meeting. The press is there and puts it in the local newspaper. The superintendent maintains a blog on our division website to keep parents informed on progress and activities. The external partner will work with the school to improve the parental involvement plan. We will have a workshop for parents on helping their child with reading (addressing vocabulary and reading aloud strategies.) We are bringing in Theater Four to help with exposure to cultural events. We are beginning the process of accreditation through AdvancED. We just completed division wide and staff surveys. This will involve our parents and other community stakeholders. Our school is actively used for extended hours by parents and others in the community. Activities focus on academics, health and social services, youth and community development, and family and community engagement. Information about these activities will be announced on instant alert, local radio stations, our webpage, principal newsletters, and other news media. Administrators, teachers and other staff members use personal outreach methods in a language familiar to families, and work to create an inviting environment. Parents receive the Title I Compact of Parent Involvement explaining specific ways parents improve student achievement. Our Title 1 Committee, Business leaders, central office support, and non-profit representatives working with teachers and parents develop a yearly plan of parent workshops/activities based on a needs assessment reviewing data from staff and parent sources. The committee creates an evaluation tool to receive input from parents after each activity to be shared with Title 1 Committee members. The Title I committee meets monthly to plan and evaluate programs. The Title 1 Committee establishes a system for documenting parent involvement and a systematic way of sharing participation data with the school community. We recognize parents and active volunteers publically. We receive input from parents through surveys, Title I meetings and conferences with teachers and administrators. The results of the surveys are used by the transformation team to design the school improvement plan. Parents will also be invited to attend one of our Transformation Meetings to give input. They will also be included on committees to implement the plan. Parent input is also sought through a new program called Let's Talk. This program is web based and parents and community members can give input 24 hours a day and the administrator must respond to the parent's question or comment within 24 hours. This is monitored by the superintendent.

VI. 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?
- (2) What is the school's process for implementing the division's teacher evaluation system?
- (3) Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.
- (4) Describe how you identify teachers who need support and provide opportunities to improve professional practice.
- (5) How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?
- (6) How do you define the relationship between the Lead Turnaround Partner, state approved personnel, division point of contact, and the principal? How can it be improved? (Applies to continuation applications only.)

1. Teachers are assigned to teaching positions based on certification and SOL and end of the year student data. Data is analyzed and assignments are made based on where students perform best. This is done by monitoring SOL & benchmark data. All of our teachers are highly qualified. We are departmentalized in reading and math at each level and teacher assignments are made based on areas of expertise/training.
2. Teacher observations are scheduled each year. Probationary teachers have to turn in a documentation log by midyear which consists of parent contacts, student progress goal setting, evidence of professional development and any other documents related to the teacher evaluation standards. The principal meets with the teachers to discuss midyear logs. The principal evaluates probationary teachers annually. Continuing contract teachers are evaluated every year but have a summative in depth evaluation where teachers provide documentation to the principal supporting their curriculum knowledge, instructional delivery and assessment for student learning at least once every three years, more often if a teacher is identified as needing improvement. All teachers receive informal feedback after observations and walk-throughs. Principal makes recommendation to the superintendent in regards to continuing employment.
3. Teachers and staff members are rewarded who have increased student achievement. Teachers who increase student achievement share their strategies with other staff members by participating as a presenter in "Teacher Led PD". They are also given additional leadership roles such as team leader, department leader, and committee chairs. They are recognized during faculty meetings and professional development and given opportunities to share what they are doing that is working. Teachers and staff members receive verbal praise as well as written praise for their successes. They are also given the opportunity to purchase additional materials for themselves and other teachers. Teachers who have good attendance are rewarded with certificates, gift cards, and breakfast which directly impacts student achievement. This year we plan to acknowledge when achievement goals have been reached with recognition at faculty meetings (certificate, cheering, and gift certificate).
4. During post conferences strengths and weaknesses are addressed. Questions for thought are given to the teacher. Teachers are given coaching as needed. Teachers are identified as needing support based on principal observations, instructional rounds data, and student performance data. The administrator then works with identified teachers to develop either a coaching or improvement plan. Professional development is then provided through coaching, peer-observation, attendance at workshops and conferences based on the determined need. Principals continue to monitor classroom for implementation of recommendations.
5. The superintendent evaluates the principal. He reviews the principal's goals and data. He visits the school at least monthly. The teachers do a survey of the principals' strengths and weaknesses.
6. We have built a strong relationship between the partners. We meet regularly and keep other informed on all relevant educational matters. In order to improve things we have moved the lead turnaround partner's office to a new location where he/she will be more available to the teachers. We collaborate with our external lead partner to provide additional coaching in reading and math. Additional reading coaching will be given to our teachers this upcoming year due to our students need. This is being accomplished by decreasing our math coaching,

since we have reached our state accreditation benchmark.

VII. Decision-Making & Autonomy

- (1) What is the decision-making process for school improvement efforts, overall strategic vision, and/or anything that impacts the improvement plan?
- (2) What policies or practices exist as barriers that may impede the school's success? Please note where the policies originate (i.e. state code or division policies/practices). What is the process to remove the barriers? List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)

1. We have a district leadership team led by our superintendent. This team creates our division comprehensive plan. We have a school transformational team that provides input to the division team. The principal leads this team of teacher leaders with the representatives from the division level attending and these representatives are able to make decisions and fast track needs. The principal works on raising employees, up and empowering them to help with the decisions and improvement process. The School Leadership Team with support of central office personnel analyzed both qualitative and quantitative data to set goals for improvement. The team uses indicator indicator, set goals based on these assessments, and develop action steps to reach these goals. The school leadership team gathers input from their colleagues to develop a strategic vision and then presents the vision and the school improvement plan to the faculty for further input. Once the vision and plan are finalized they are shared at parent meetings and with the school board. The principal and Internal Lead Partner develops a budget based on goals for the school improvement plan then presents the budget to the Superintendent and the Financial Director. The plan is then presented to the School Board for final approval.
2. One barrier that exists is the size of Buckingham County and the number of buses it takes to transport all students. All buses service all schools in the county. Due to this barrier the arrival time at the primary and elementary schools have been an issue. By having some late bus arrivals drop-off at these schools first most of the problem has been resolved. There is still a slight problem due to having to wait in line at various schools for buses to drop-off. The principals and the transportation director met weekly after the opening of the new schools to correct this late arrival concern. They are also serving breakfast in the classrooms to help speed the breakfast process so that instruction can begin sooner. This has made a significant difference.

VIII. Phase-Out Planning

- (1) What services should be maintained after these federal funds and supports end?
- (2) 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?

(3) What supports from the state would be the most helpful?

1. The school improvement team process should continue. We need to continue meeting as a team to monitor instruction, examine data and evaluate the success of interventions. The majority of the funds are funding the Lead Turnaround Partner up front. The goal for the LEA is to build capacity to continue the progress and strategies learned from the LTP to achieve sustainability. We plan to sustain the curriculum work, tutoring and purchase of technology through Title funds, VPSA, and local funds. Division funds are being allocated to support additional personnel at this school to ensure sustainability. The reading specialist we are asking for in the grant will be picked up with local funds at the completion of the grant.
2. The reading specialist funded through the grant will be trained by the LTP. Upon the completion of the grant the local school division will fund this position. This gives the superintendent time to manage the budget to allocate funds for this. More hours will be required at the beginning to train our reading specialist. We will have teachers training teachers and we will raise our teachers up to be leaders. We will have a stronger mentor/teacher program. We plan to have two successful veteran teachers from the school to lead the mentor teacher program. They will be in the building to support the new teachers on a daily basis and will be allotted time to meet with the teachers daily to support them. The mentor teachers will work with new teachers to help them with strategies and procedures to be successful. All teachers and students have access to educational technology programs and are using them daily. We will have a strong mentor/teacher program which will be continued locally at the completion of the grant.
3. The state can support us with ongoing training and teachers knowing how to use the state website as a resource and sharing successful strategies with our school about other schools with similar demographics. We would like better turnaround time on responses from the state. A newsletter or email from DOE with best practices would also be helpful.

SECTION 2: REQUIRED ELEMENTS, PART 1

The LEA is required to provide the following information for each school the LEA has identified to serve:

Note: Data for questions 1 and 2 below may be preliminary at the time of application.

- (1) Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools.

N/A

- (2) Student achievement data for the past three years (current school year and previous two school years) in reading/language arts and mathematics: by school for "all students", each gap

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group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)

	Preliminary 2014-15 English SOL	Actual 2013-2014 English SOL	Actual 2012-2013 English SOL	Preliminary 2014-2015 Math SOL	Actual 2013-14 Math SOL	Actual 2012-2013 Math SOL
All Students	64	58	55	72	60	43
Proficiency Gap Group 1	55	48	47	65	51	33
Proficiency Gap Group 2	47	46	45	60	63	49
Proficiency Gap Group 3	N/A	N/A	N/A	N/A	N/A	N/A
Student with Disabilities	30	29	33	35	31	33
LEP Students	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged Students	56	49	47	66	52	34
White Students	74	67	63	79	68	49
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A

- (3) Total number of minutes in the 2014-2015 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 2015-2016. **This information will be shared with USED.*

All students attended school for the 2014-2015 school year for 350 instructional minutes per day. The total minutes for the regular school year was 63,000. Before and after school learning opportunities have been offered to all students for 75 minutes per day for 120 days which totals 1000 minutes. Serving breakfast in the classroom will allow us to start instruction earlier. Teachers teach from bell to bell; which is from 8:15 am to 3:05 pm. Dr. Retting, scheduling specialist, worked with administration to fully implement a 45 minute Response to Intervention Block daily. Curriculum alignment and professional development on Harry Wong's First Days of School was geared towards maximizing instructional minutes. For 2015-16 we plan to maintain the increases made during the 2014-15 school year.

- (4) Demographics of the student population by the following categories:

Total Enrollment:	451
Male:	228
Female:	223
Asian:	0
Black:	185
Hispanic:	15

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White:	260
Students with Disabilities:	86
English Language Learners:	0
Economically Disadvantaged:	308
Migrant:	0
Homeless:	0

- (5) Analysis of student achievement data with identified areas that need improvement based on previous three school years. Include preliminary data for 2015-16 if this is a continuation application. Identified areas needing improvement should align with goal setting and action steps throughout the application.

Example:

Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70).

A needs analysis was conducted of the following three areas.

Area 1: SOL reading scores for the last three years show some improvement. Our projected pass rate for the 2014-2015 school year is 64%. Third grade reading increased from 2012-13 from 54% to 58% in the 2014-15 school year. Fourth grade reading in 2012-13 was 51% and increased to 56% in 2013-14 and went to 68% in 2014-15. Grade 5 reading was 61% in 2012-13 and decreased to 57% in 2013-14 and went down slightly to 56% in 2014-15. This is an improvement of nine percentage points from 2012-2013 school year. Our goal will be to have a 75% pass rate for the 2015-2016 school year. There has been improvement in reading over the last three years but more is needed. Looking at the proficiency gap group 2 in reading there was only a 47% pass rate. In order to reach our goal additional help is needed in reading and the proposed reading coach will allow teachers to receive additional coaching and assistance with analyzing data and implementing new strategies. Economically disadvantaged students had a 56% pass rate and students with disabilities had a 30% pass rate. The focus will need to be on these groups of students in order to increase our overall pass rate.

Area 2: SOL math scores have increased significantly over the last three years. Grade 3 math in 2012-13 was at 38% and increased to 50% in 2013-14 and increased to 65% in 2014-15. Grade 4 was at 42% in 2012-13 and increased to 62% in 2013-14 and increased to 82% in 2014-15. Grade 5 was at 47% in 2012-13 and increased to 70% in 2013-14 and decreased slightly to 66% in 2014-15. There has been a 29 point increase in the pass rate of our math scores. We are anticipating full accreditation in mathematics for the 2014-2015 school year. Our goal for the 2015-2016 school year will be to reach 75% in math. Our students with disability subgroup had a 35% pass rate in math. Math professional development and coaching will continue to sustain these results.

Area 3: The students with disabilities subgroup made little or no progress over the last three years.

Overall reading for this subgroup was 33% in 2012-13 and then decreased to 29% in 2013-14 and increased to 30% in 2014-15. Overall math for this subgroup was 33% for 2012-13 and decreased to 31% in 2013-14 and then increased to 35% in 2014-15. This group will be targeted for interventions this upcoming school year. Inclusion of students with disabilities will be increased as appropriate. Additional professional development will be given to special education and regular education teachers on how to reach these students, analyze data, and differentiate instruction.

- (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. Description should provide insight into the capacity and functionality of the facility to serve students.

Buckingham County Elementary School opened in August of 2012. The old Dillwyn Elementary School building was renovated and additions were made. It is connected to Buckingham County Primary School by a glass bridge that connects the computer lab and library. There are commonly shared areas such as the library, cafeteria, and commons area. Buckingham County Elementary has twenty regular education teacher classrooms, music room, gymnasium, three playground areas and athletic fields, computer lab, four special education rooms, three teacher planning rooms, one teacher workroom, and a teacher workroom. All classroom have an interactive white board, laptops, chromebooks, and iPads. There is a two to 1 computer to student ration. Currently one classroom of computers are shared by 2 teachers.

There are also break-out small learning spaces. All areas in the school are open and bright. The library media center serves both the primary and elementary school. There is lots of natural light, a projector, laptops, learning areas, and books shelved by school. New playground equipment was purchased during the 2013-2014 school year. There is a total of 3 playgrounds and an athletic field. The PE teacher chose equipment for the playground that would on improve physical fitness. The cafeteria is also a shared space. There is a student kitchen in the cafeteria the teachers can take students in to learn about nutrition and to prepare snacks or meals.

Recent purchases with SIG funds include: enough chromebooks so that every child has one, a smart board for every classroom and smart tables for small group learning areas. These purchases will increase technology access and increase student engagement.

- (7) Information about the types of technology available to students and instructional staff.

Students use chrome books, laptops, interactive projectors, and over 99 cable TV channels to extend learning. There are approximately 12 student chrome books or laptops in each classroom daily. There is one computer lab with 24 computers. Teachers also have access to Elmos and mimeo projectors. Teachers all have mini ipads and laptops. Special education assistants just received mini ipads to use with their students. Students use I Ready and Mathematics. We just added google emails for all students and staff and are learning about ways to engage students through the use of

technology.

- (8) **A.** Use the charts below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years of experience by grade or subject for the 2015-2016 school year. This should be an unduplicated count for each set.

SET 1:

Category	Number of Teachers	Percentage of All Teachers
Highly Qualified Teachers:	26.5	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:	6.5	24.5
Number of Teachers with a Provisional License:	0	0

- (8) **B.** LIST below 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)).

2 – 3rd gr., 2 – 5th gr., 1 PE, 1 Art, 1 Music

- (9) **A.** Indicate the *number* of instructional staff members employed at the school for the given number of years. Insert more rows as necessary.

Years	# Instructional Staff
0	2
1	4
2	1
3	0
4	2
5	2
6	0

Years	# Instructional Staff
7	2
8	1
9	1
10	1
11	1
12	2
13	1

Years	# Instructional Staff
14	0
15	1
16	2
17	0
18	0
19	0
20	0

23 1
24 1
28 1
30 1

(9) B. Indicate the total number of teaching days teachers worked divided by the number of *teaching* days for school year 2014-2015.

Total # of Teaching Days	Total # of Days Worked	Teacher Attendance Rate
5536	5184	0.94

SECTION 2: 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:

(1) Describe the process the division will use to recruit, screen, and select external providers to ensure their quality. Provide a description of the activities undertaken to (a) analyze the LEA’s operational needs; (b) research external providers including their use of evidence-based strategies, alignment of their approach to meeting the division/school needs, and their capacity to serve the school; and (c) to engage parents and community members to assist in the selection of external partners.

*An LEA proposing to use SIG funds to implement the **Restart model** in the school must demonstrated that it will conduct a rigorous review process, as described in the final requirements, of the charter school operator, charter management organization (CMO), or education management organization (EMO) that it has selected to operate or manage the school or schools.

We have our external provider from Year 1. At that point we interviewed 4 different service providers and after checking references we selected the one that best suited our needs. We evaluated the LTP at the end of the school year by having a meeting with the principals, the superintendent, and the ILP to address the progress that we have made. We also looked at possible changes in services that we wanted the LTP to provide. The changes consisted of changes in the coaches to more reading content and less math content. We made more gain in math than in reading so we wanted our focus to be on more reading. As we move thru the process with Cambridge and we see needs for specific PD and coaching we discuss it with the LTP. They will provide with people onsite or if the company has a better person they will send them to meet the need. We went from 1 person coming 2 ½ days per week to 1 person coming 1 ½ days for reading and 1 person coming for math one day per week. We requested this in order to get the best content specialist. The LTP was very willing to make the

change. The LTP is bringing in research based strategies by John Hattie, Harry Wong and Marzano. They are also developing teacher skills and increasing student engagement. They are working with us on teaching reading in the content and building teacher's leadership skills. In March we did a school quality review that interviewed parent and community members. We have established a parent advisory committee that meets quarterly or four times per year to address instructional issues and concerns. Our transformation Meetings – The last Tuesday of each month, July 28, 2015, Aug. 25, 2015, Sept. 29, 2015, Oct. 27, 2015, Nov. 24, 2015, Dec. 15, 2015, Jan. 26, 2016, Feb. 23, 2016, March 29, 2016, May 2016 and June 28, 2016. The second Monday of each month for Superintendent Leadership Team Meetings – July 13, 2015, Aug. 10, 2015, Sept. 14, 2015, Oct. 12, 2015, Nov. 9, 2015, Dec. 14, 2015, Jan. 11, 2016, Feb. 8, 2016, March 14, 2016, April 11, 2016, May 9, 2016 and June 13, 2016.

- (2) Provide an explanation of the division's capacity to serve its Priority schools including a description of the LEA plans to (a) adequately research, design and resource the interventions; (b) engage stakeholders, with significant emphasis on parental engagement, for input into the selection of a reform model and the design of interventions with consideration of the needs identified by the community, and to keep stakeholders informed on progress towards attaining school goals; and (c) monitor the implementation of the intervention towards attaining the established goals (leading and lagging indicators) and to provide technical assistance to the school as needed.

An LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program or REAP) may propose to modify one element of the turnaround or transformation model, and, if so doing, must described how it will meet the intent and purpose of that element. **Only LEAs eligible for REAP and proposing to modify one element of the turnaround or transformation model should respond to this flexibility component.**

- (a) The division send leaders and teachers to professional development opportunities that are relevant to our needs. The instructional coordinator attends workshops on instructional strategies and brings the info back to the schools. The division also contracts with professional development providers such as Lisa Meyers and Christopher Gareis to come in and work with teachers during their planning and after school on research based strategies for all core content areas. The division has also brought in Michael D. Retting to help look at the schools' schedules to be sure we are getting the most use out of our instructional time.
- (b) The division is participating in Advance Ed Accreditation Process which is a clear and comprehensive program of evaluation and external review supported by research based standards and dedicated to helping school systems continually improve. This places emphasis on parental engagement through the use of surveys and interviews. The ILP meets with the Title I staff to provide parent involvement activities such as bringing Theater Four in to do

plays and having literacy and technology nights for families. Division Title I and Special Ed advisory committees meet to discuss ways to help with parent training and purchasing materials for parents to use with helping their children. The division uses communication such as PAC and DAC, Superintendent blog and newsletters to keep parents involved. Many organizations such as active seniors, police, and fire fighters come in regularly for events. We will work to include other organizations and reach out to the broader community (local universities, Boys and Girls Club, etc.)

- (c) District representatives (ILP) monitor by attending transformation meetings - looking at leading and lagging indicators and progress or lack of progress in Indistar tasks; providing technical assistance as needed. The superintendent, ILP and instructional coordinator attend AARPE meetings. The ILP and the principal are collaborating in writing the grant and making sure that the funds are used for correct interventions. The superintendent has a blog on our web site that helps to keep the parents informed. The division reps contact the newspaper and have them attend different functions including school board meetings to keep the public informed about our progress. At every school board meeting the superintendent does an instructional update. The superintendent meets with the principals to set beginning of year goals, visits the schools regularly, monitors the goals mid year and offers assistance. This is all documented in Talent Ed.

- (3) Describe the process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively. Provide a timeline for implementation of the *required components* of the selected reform model, including the Lead Turnaround Partner. Delineate the responsibilities and expectations to be carried out by the external partner and the LEA. Provide a description of the process the LEA will use to monitor, regularly review, and hold accountable any external partners.

*An LEA selecting the *Restart* model must indicate how it will hold accountable the charter school operator, CMO, EMO or other external provider for meeting the model requirements.

Cambridge will provide coaching in reading 1 ½ days per week at the elementary school. The reading coach will collaborate with the reading specialist and the proposed reading coach to analyze data, monitor RTI, and monitor classroom reading instruction. The reading coach will provide professional development to the reading teachers in class and during scheduled professional development days. In order to reach sustainability the reading coach will train our reading specialist and reading coach in monitoring student data, coaching teachers, and providing professional development. Cambridge will provide coaching in math 1 day a week at the elementary school. He will visit

classrooms with principal and assistant principal to observe math instruction providing critical feedback to teachers to improve mathematics instruction. He will meet with teams to analyze math data and make decisions about how to differentiate core instruction and response to intervention time to meet student needs. He will provide professional development in math concepts, differentiation, analyzing data, and other areas as needed.

LEA will attend transformation meetings to monitor and make sure things are working (last Tuesday every month) The principal is on site to monitor the work of the lead external partner and the effectiveness of support. The principal communicates with the lead internal partner and superintendent if any changes are needed. LEA attends transformation meetings to monitor and make sure things are working (Last Tuesday every month). The superintendent visits classrooms several times a year.

REQUIRED ELEMENTS:

- October 1, 2015 – Have the Lead Turnaround partner in place
- October 1, 2015 to September 30, 2016 Teacher and Leader Effectiveness – LTP will participate in walk-throughs, observations of teachers and support staff. They will work with the principal and assistant principal to provide professional development as needed.
- October 1, 2015 – May 20, 2016 - Using Data to Implement a Research Based Instructional Program – Administration and LTP meet with teachers and instructional leaders weekly alternating between reading and math to examine instructional data and make decisions to increase student achievement. We are using Journeys for reading and Math Connects for math. These programs were purchased at the end of 2014-15 school year.
- October 1, 2015 – May 20, 2016 - Continuous Use of Data- Teachers and instructional leaders have constructed an instructional spreadsheet listing all common assessments including interactive achievement, benchmark assessments, PALS assessment, and IReady assessment to monitor student data at an individual level.
- October 1, 2015 - March 1, 2016 - Increase Learning Time – This will start October 1, 2015 and run through March 1, 2016 - 60 hours of afterschool remediation will be offered to students. This remediation will be targeted to identified student skill development based on data and research proven interventions. This will be paid out of local funds.
- October 1, 2015 – May 20, 2016 - Family Community Involvement – Based on input from parent advisory council, PTO Executive Committee, and parent surveys the Title I Committee will plan family engagement nights for the 2015-16 school year. Activities will include a kindergarten information night, Family Literacy Night, two parent teacher conference nights, monthly Parent Teacher Organization meetings, and Technology Literacy Night.

- October 1, 2015 – September 30, 2016 - Operational Flexibility – School transformation team meets monthly and has permission for those leaders to make decisions to improve student achievement. The Internal Lead Partner attends these meetings to offer support. They meet the last Tuesday of each month.
- August 17, 2015 - December 9, 2015 - Technical Assistance – The principal and key division staff will attend the following priority training sessions.

August 17 Location: Crowne Plaza, Richmond
September 22 Location: Newport New City Sch.
October 20 Location: Newport New City Sch
November 16 Location: Newport New City Sch
December 9 Location: Crowne Plaza, Richmond

(4) *For an LEA proposing to use SIG funds to implement, in partnership with a whole school reform model developer, an ***Evidence-based Whole-school Reform*** model for the school, provide a description of (a) the evidence supporting the model including a sample population or setting similar to that of the school to be served; and (b) the partnership with a whole school reform model developer which meets the definition of “whole school reform model developer” in the SIG requirements.

Only LEAs proposing to use SIG funds to implement an *Evidence-based Whole-school Reform* model should respond to this prompt.

N/A

SECTION 3: EXPLANATION OF LACK OF CAPACITY TO IMPLEMENT

➤ **If the LEA lacks the capacity to serve all of its Priority schools (Tier 1), provide the information requested below.**

Note: If you completed Section 3, Part II (above), *do not* complete this section.

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<p>1. Describe the steps the LEA has taken to secure the continued support of the local school board for the reform model chosen.</p>	
<p>2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.</p>	
<p>3. Describe the process of the LEA for consideration of the use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff).</p>	
<p>4. Describe the steps the LEA has 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>	

SECTION 4: BUDGET NARRATIVE, BUDGET DETAIL & BUDGET SUMMARY

LEA Budget Application - Attachment A (Excel)

The LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve. **Utilize the attached budget file** to develop a budget for each Priority school the LEA commits to serve, detailing the line item expenditures designed to support the implementation of the reform model selected for Year 1, October 1, 2015 through September 30, 2016.

The detailed budget summary the LEA submits as part of the grant application will provide evidence of how other funding sources such as Title I, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; and state and/or local resources will be used to support school improvement activities.

Detailed instructions for developing the LEA and each Priority school budget are included in Attachment A.

SECTION 5: ASSURANCES & CERTIFICATIONS

The local educational agency (LEA) assures that School Improvement Grant 1003(a) and/or 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 LEA assures it will –

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II School, or each priority and focus school that the LEA commits to serve consistent with the final requirements.
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
- (3) Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- (4) Ensure that each Tier I and Tier II School, or each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (5) Maintain appropriate levels of funding for the schools it commits to serve to ensure the school(s) receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (6) Use 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:
 1. Providing strong leadership by: (a) reviewing the performance of the current principal; (b) 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 (c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
 2. Ensuring that teachers are effective and able to improve instruction by: (a) 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; (b) preventing ineffective teachers from transferring to these schools; and (c) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
 3. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
 4. Strengthening the school's instructional program based on student needs and ensuring that the

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instructional program is research-based, rigorous, and aligned with State academic content standards;

5. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data;
6. 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
7. Providing ongoing mechanisms for family and community engagement.

- (7) Follow state and local procurement policies.
 - (a) 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
 - (b) 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.
- (8) Follow 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*.
- (9) Use state determined comprehensive planning tool to:
 - a. Establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
 - b. Document and describe each action to be implemented, who is responsible and date by which action will be completed;
 - c. Collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
 - d. Set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
 - e. 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.
- (10) Use an electronic query system to provide principals with quarterly data needed to make data driven decisions at the school-level. See 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*). See: 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)

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- Student transfer data
 - Student intervention participation by intervention type; and
 - Other indicators, if needed.
- (11) Use 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.
- (12) Uses the *Algebra Readiness Diagnostic Test* (ARDT) for all schools with grade 6 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).
- (13) Ensure the principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative.
- (14) Continue implementation of a division-level team with representatives for Instruction, Title I, Special Education, and English Language Learners (if applicable). The division team will: (a) review each school's improvement plan; (b) ensure documentation of division support is evidenced in the school's plan; (c) meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report; and (d) assist in updating the school's plan to evidence the division's support of actions developed from analysis of data.
- (15) Attend OSI technical assistance sessions provided for school principals, division staff, and LTPs.
- (16) Collaborate with state approved personnel to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform.
- (17) Provide an annual structured report to a panel of VDOE staff detailing the current action plan, current leading and lagging indicators and modifications to be made to ensure the reform is successful.
- (18) Report 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).
- (19) Ensure the school principal is integrally involved in the application process.
- (20) Additional Assurances specific to Districts with School Turnaround Offices:
- i. Report quarterly to the local school board on each Priority school's progress as documented in the Priority School Quarterly Data Analysis Report.
 - ii. Set annual measurable goals for the Office of School Turnaround. Goals should be submitted to the Office of School Improvement by August 30 each year.

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Assurance: The local educational agency (LEA) assures that School Improvement Grant 1003(a) and/or 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).

Certification: *I hereby certify that, to the best of my knowledge, the information contained in the application and in the state determined comprehensive planning tool is correct. I agree to adhere to the requirements of the USED Flexibility Waiver.*

School Division (LEA): Buckingham

Priority School: Buckingham Elementary

Principal’s Typed Name: Cindy O’Brian

Principal’s Signature: _____ **Date:** _____

Superintendent’s Typed Name: Cecil C. Snead, II

Superintendent’s Signature: _____ **Date:** _____

*The Superintendent must keep a signed copy of this document at the division level for audit purposes.

Resources

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
Indirect Rate Memo 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/
Virginia Early Warning System (VEWS)	http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml
Beverly Rabil, Director (804) 786-1062	beverly.rabil@doe.virginia.gov
Kristi Bond, ESEA Lead Coordinator (804) 371-2681	kristi.bond@doe.virginia.gov
Natalie Halloran, ESEA Lead Coordinator (804) 786-1062	natalie.halloran@doe.virginia.gov

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BUDGET SUMMARY FOR: Buckingham Elementary

(School Name)

Object Code	Expenditure Accounts	School Year 2015-2016	School Year 2016-2017	School Year 2017-2018	Three-Year Grant Subtotal
1000	Personal Services	\$ 57,410.60	\$ 56,714.60	\$ -	\$ 114,125.20
2000	Employee Benefits	\$ 4,338.67	\$ -	\$ -	\$ 4,338.67
3000	Purchased Services	\$ 406,980.00	\$ 334,700.00	\$ -	\$ 741,680.00
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ -	\$ -	\$ -	\$ -
6000	Supplies & Materials	\$ -	\$ -	\$ -	\$ -
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 468,729.27	\$ 391,414.60	\$ -	\$ 860,143.87

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Buckingham Elementary

(School Name)

Budget Detail: Personal Services (1000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Reading Coach	One reading coach to work with Cambridge to build a coach for sustainability at completion of grant to be picked up out of local funds at grant completion. We are proposing a coach to work directly with teachers to improve teachers diagnostic skills and the use of research based strategies. Reading scores went from 58 to 64 and we feel that we are doing is working but the coach will help us get the additional gains we need to help us to sustain our progress when the grant is over. We will be using the school board approved salary scale which runs from \$43,198 to \$61,688 depending on the number of years experience. We chose to put the amount in for a mid range teacher. \$48,000 for 10 months	\$ 48,000.00	\$ 48,000.00	-	\$ 96,000.00
Mentor	Teacher stipend for 2 teachers at 21.10 per hr. for 24 hours each for year to meet new teachers after school to mentor them. We plan to pay teachers stipends for mentor teachers to work with new teachers teachers. The mentors will lead a book study with the mentees. The book we will use is How to Teach Like a Champion. The mentors are experienced teachers who are assigned to a new teacher for guidance and support. For sustainability mentors will be more trained as future new teachers join the staff. We are creating a process of having book studies and plan to continue this process at the completion of the grant. This is in the application under Section VIII questions 2.	\$ 1,012.80	\$ 1,012.80	-	\$ 2,025.60
Indistar Process Manager	Stipend for indistar manager working after school 21.10 per hour for 48 hours. Participating in monthly leadership team meetings and doing follow-up work in Indistar as well as monitoring tasks to support implementation of improvement.	\$ 1,012.80	\$ 1,012.80	-	\$ 2,025.60
Teachers to work on curriculum	Curriculum alignment continuation 24 teachers @10 hrs. each @21.10 per hr.= 5,064.00. Teachers will continue to work on unpdating pacing guides, and identifying needs based on the performance of the reading and math SOL tests.	\$ 5,760.00	\$ 5,064.00	-	\$ 10,824.00

Substitutes	<p>While teachers participate in reading strategies training by LTP substitutes will be hired 25 subs @65.00 each. We pay subs to come in and release teachers for an additional 45 minutes and pair it to their planning time. This gives a total of 90 minutes to each teacher to meet at specified times for their inservice. This makes the best use of their time and the subs float from room to room to relieve different teachers throughout the day. During the day teachers are more focused and can work in teams on specific items with the provider.</p>	\$ 1,625.00	\$ 1,625.00	\$ -	
Total Compensation		\$ 57,410.60	\$ 56,714.60	\$ -	\$ 114,125.20
Personal Services supported from other funding sources:	<p><i>Ex. K-5 Reading Specialist @ \$65K/yr (Title I)</i> Insert response here: Grades 3-5 Title I reading specialist to work with students 48,000. 2 Title I reading paraprofessionals to work with students under the supervision of the reading specialist \$38,000, 1 Title VI computer lab aide \$15,500 to help students with Iready testing and teach computer skills to student, 1 in school suspension para to help with student behavior paid out of local funds 9,000, 1 additional assistant principal from local funds to help oversee behavior & instructional program - 70,000.00 (Total 180,500)</p>				

Budget Detail: Employee Benefits (2000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Benefits	FICA for employees in item 1	\$ 4,338.67			\$ 4,338.67
	Fica for reading coach \$3,672.00				\$ -
	Fica for mentors \$77.48				\$ -
	Fica for Indistar procsss manager \$77.48				\$ -
	Fica for teachers for curriculum alignment \$387.40 and subs 124.31				\$ -
Total Employee Benefits		\$ 4,338.67	\$ -	\$ -	\$ 4,338.67
Employee Benefits supported from other funding sources:	Insert response here: FICA for items listed in item 1 - 13,808.25				

Budget Detail: Purchased Services (3000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Cambridge	Cambridge is our Lead Turnaround Partner (LTP). Cambridge is providing reading support 1 1/2 days per week for the 2015-2016 school year and math support 1 day per week. This support includes monitoring RTI instruction for our Tier 2 & 3 students, providing individual coaching to teachers, and providing PD to build instructional leaders to differentiate learning according to student needs. According to the approved Scope of Work the contractor's base unit price is \$820 per student (454) (There is a reduction here from the quote to what is shown in the SOW due to the schools being paired schools we were able to negotiate down on the daily rate) = \$372,280.00	\$ 372,280.00	\$ 300,000.00	\$ -	\$ 672,280.00
Caliper, Inc.	State contractor as prescribed by the office of school improvement to monitor alignment of interventions in our school. This will be a state approved personnel based on a cost basic of \$61.13 per hour plus mileage.	\$ 22,500.00	\$ 22,500.00	\$ -	\$ 45,000.00
Iready Math & Reading	Iready Math and Reading will be used to assess our students three times a year. This is an adaptive reading and math software that helps us to give a diagnostic assessment three times per year and students are assigned lessons based on the results of the test. Teachers use it to adjust their instruction during core blocks and during RTI blocks. We purchased a site license for our school which is a flat fee. \$12,200	\$ 12,200.00	\$ 12,200.00	\$ -	\$ 24,400.00
					\$ -
					\$ -
Total Purchased Services		\$ 406,980.00	\$ 334,700.00	\$ -	\$ 741,680.00
Purchased Services supported from other funding sources:	Insert response here: Title II funds support professional development. \$22,520.				

Budget Detail: Internal Services (4000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
Total Internal Services		\$ -	\$ -	\$ -	\$ -
<u>Internal Services</u> supported from other funding sources:	Insert response here:				

Budget Detail: Other Charges (5000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Other Charges		\$ -	\$ -	\$ -	\$ -
Other Charges supported from other funding sources:	Insert response here:				

Budget Detail: Materials & Supplies (6000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Supplies		\$ -	\$ -	\$ -	\$ -
Materials/Supplies supported from other funding sources:	Insert response here:				

Budget Detail: Capital Outlay (8000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Capital Outlay		\$ -	\$ -	\$ -	\$ -
Capital Outlay supported from other funding sources:	Insert response here:				

**Local Education Agency (LEA) Application
for
School Improvement Grant
1003(a) or 1003(g) Funds**

Under Public Law 107-110, Elementary and Secondary Education Act, As Amended



School Year 2015-2016

**Virginia Department of Education
Office of Program Administration and Accountability and
Office of School Improvement
P. O. Box 2120
Richmond, Virginia 23218-2120**



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SUBMISSION REQUIREMENTS

1. Submission Deadlines

- Submit Continuation Applications (Cohorts I-V) by **July 13, 2015**
- Submit Cohort VI Applications by **October 16, 2015**

2. Submission Process

Save one complete application per Priority School. In order for an application to be considered complete, each school's application submission must include the following:

- 1)** Application Details/Program Narrative (Word) saved with the following naming convention:
DivisionName_SY1516 SIG Application_SchoolName.docx
- 2)** Budget Workbook (Excel) saved with the following naming convention:
Division Name_AttachmentA (Date of Submission).xls
- 3)** A PDF version of the signed assurances must be included with the electronic submission of the application file with the following naming convention:
DivisionName_SY1516 SIG Assurances_SchoolName

Submit the application via email to the appropriate OSI point of contact for the division listed below.

- Kristi Bond, ESEA Lead Coordinator at kristi.bond@doe.virginia.gov
- Natalie Halloran, ESEA Lead Coordinator at natalie.halloran@doe.virginia.gov

- 3.** In order for this application to be considered complete, the LEA must provide a copy of the approved LTP Scope of Work (SOW)/statement of services aligned to the specifications of VDOE Low Achieving Contract Award for review by VDOE procurement and OSI.

For external providers not listed on the VDOE Low Achieving Contract Award, the LEA must provide to the VDOE copies of the request for proposals (RFP), application guidelines for external providers, and criteria used to evaluate applications.

COVER PAGE

LEA Contact for Priority Schools

Division: Buckingham

Contact Name: Thelma Llewellyn **Phone:** 434-969-6100 ext. 116

Address: 15595 W. James Anderson Hwy. **Email:** 11et@bcpschools.org
Buckingham, VA 23921

Priority School Information

School Name: Buckingham Primary School **Cohort:** IV

Principal Name: Pennie Allen **Phone:** 434-505-0001

Address: 128 Frank Harris Road **Email:** pallen@bcpschools.org
Dillwyn, VA 23936

NCES #: 510054002869

NCES Link: <http://nces.ed.gov/ccd/schoolsearch/>

School Reform Model Selected for the School

Turnaround Transformation *Restart Closure

N/A State Determined Model *Evidence-based Whole School Reform Model *Early Learning Model

*Selection of one of these models requires additional information in the application details below.

SECTION 1: REFLECTION & PLANNING

For each Priority school that the LEA commits to serve, the LEA must demonstrate that it has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified.

Respond to each prompt below reflecting on the past year's improvement efforts and to plan for next year. Include indicators from the *Transformation Toolkit* that reflect associated action steps and responsibilities evidenced in the school's improvement plan for 2015-2016 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.

I. Future Goals

- (1) Provide 3-5 school goals for the coming school year. Goals should be both specific and measurable.

Goal 1: By Spring 2015-2016 assessment year, Buckingham Primary School will increase all students subgroup rate in reading from 62% to 70% as measured by the Virginia Standards of Learning Assessments in grade 3.

Goal 2: By Spring 2015-2016 assessment year, Buckingham Primary School will increase all students subgroup rate in math from 68% to 72% as measured by the Virginia Standards of Learning assessment in grade 3.

Goal 3: By Spring 2015-2016 assessment year, Buckingham County Primary will increase the students with disabilities subgroup from 42% to 52% in reading and 42% to 52% in math in grade 3.

II. School Climate

- (1) How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year?
- (2) What were the most successful strategies used to change the school climate?
- (3) Describe any unsuccessful attempts or strategies used to change the school climate.
- (4) Describe anticipated barriers to further improving the school climate.

1. The general school climate of the school is much improved. Student behavior has improved and teachers are more confident. Parents and other invested community members are taking a more active role in school improvement efforts.
2. The most successful strategy has been empowering our teachers by implementing a positive behavior team (PBIS). We have implemented a token economy. We taught students

leadership skills and implemented the Olweus Anti-Bullying program. According to school discipline data, out of school suspensions have gone from 26 in Spring of 2014 to 6 by Spring of 2015. Teachers have been empowered through professional development opportunities and we have created a Transformation Team of instructional leaders. This year we established a parent advisory council. We invited local community groups such as the Sherriff's Department to come in to speak to students about attendance, the importance of school, and becoming a community leader. At the end of the year, the Sherriff's department came back and gave special awards to those students who were the best citizens and who were the most improved citizens. Parents were very proud of these special awards. We will continue this year with a "Growing Great Leaders" school wide theme.

3. Buckingham County Primary School fine-tuned the strategies that were working. For example we are continuing our token economy system and recognizing attendance, good behavior and grades at assemblies and special events. We continued to have special days to get parents, grandparents, and community members in the school. The assistant principal worked with teachers on the discipline procedures to establish consistent procedures. This was somewhat successful, but parent contacts still need to increase. A more specific and clearer process is being created with an emphasis on parent communication. We are requiring teachers to contact parents before writing referrals except in extreme behavior cases. We will also continue with the Olweus Anti-Bullying Program.
4. Students lack exposure to cultural experiences and background knowledge. There is a lack of educational resources in the home and many parents lack formal education and training. Many children come from single parent homes and lack male role models. This topic will be addressed at PTO meetings and Title I family events. Building cultural experiences and providing literacy training and enrichment for parents is how we will try to address this issue.

III. Process Steps/Atmosphere of Change

- (1) How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders?
- (2) How are decisions communicated with all staff and/or stakeholders?
- (3) How are responsibilities divided amongst the team members? Provide a description of the team members (division-level and school-based) roles in monitoring goals and progress towards leading indicators.
- (4) How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?

1. Instructional Leaders solicit input from other teachers and staff during faculty meetings, common planning meetings, and staff surveys. A second school quality review was done in March 2015, getting input from teachers, assistants, parents, and students. At the end of the year administrators sat with teachers and listened to their ideas when discussing end of year data in terms of scheduling and grouping students.

2. Leadership Team decisions are communicated by emailing Indistar minutes to all staff members. Newsletters are sent to parents twice a month and put on our webpage. During monthly PTO meetings teachers/administrators lead a LEARN section to keep parents up to date on school initiatives. The PTO agenda is sent home to all students each month. The superintendent reports on instruction at each school board meeting and the local newspaper publishes articles for the general public. The principal meets with paraprofessionals monthly to listen to concerns and share school improvement initiatives.
3. This year we chose instructional leaders at each grade level to focus on monitoring reading and mathematics goals. The principal plans and emails agenda to all team members with input from the administrative team. There is a process manager that takes minutes, gives out monthly Indistar tasks, and collects evidence of task completion. Our reading specialist shares reading and math school wide data. Our assistant principal shares behavior data. For attendance the principal will focus on kindergarten, the assistant principal will focus on first grade and the guidance counselor will focus on second grade. Our special education designee shares data on special needs students. The Internal Lead Partner attends all meetings to provide support and monitors grant expenditures. The division instructional coordinator also attends meetings to provide instructional support.
4. The Leadership team looks at data quarterly to determine effectiveness of instruction and remediation. Struggling students are referred to small group instruction using the RTI model. The leadership team is using research to determine most effective interventions. Training is being provided to teachers and paraprofessionals implementing strategies in weak areas. Using interactive achievement's trac book will allow closer monitoring of individual students through grades, benchmarks, PALS, behavior, attendance, and pull out interventions. Teachers will monitor student progress through monthly formative assessments. We have a teacher assistance team in place to provide behavior or academic strategies and support to teachers with needs of struggling students. In addition administration will monitor practices through walk throughs, observations and studying the data. Quarterly reports in Indistar will indicate any adjustments needed to ensure adequate student progress.

IV. Instruction

- (1) How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)
- (2) How do teachers differentiate learning for students in whole group instruction?
- (3) How are formative assessments used in your school?
- (4) How does student achievement goal setting (Standard 7 of Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers) impact classroom instruction?

1. Multiple tools are used to identify students for additional support in reading and math. I Ready Diagnostic is used as a universal screening tool that to identify students' Reading and Math levels, as well as weaknesses, in grades K-5. PALS is used to identify students'

weaknesses in grades K-3 for reading interventions. The teacher looks at student's grades, data, and performance (PALS, benchmarks and formative classroom assessments). Small group remediation is planned, implemented, and progress is monitored. In addition, we are adding the use of Fountas & Pinnell Assessment Kits and then following up with the recommended intervention. There is an interdisciplinary Teacher Assistance Team that studies students that are still not making progress with academics or behavior and works with teachers to design effective interventions.

2. Teachers differentiate the learning for students through the use of small group instruction, learning centers, and computer adaptive learning support programs such as iReady. In the coming year, the professional development plan will focus on differentiating strategies according to student needs in reading and math. During whole group instruction students that are more advanced are given enrichment activities and students that are struggling are given extra support through individualized help and using strategies such as scaffolding.
3. Teachers use student objectives and mastery criteria with students to monitor student progress daily. As teachers come to closure in their lessons they informally determine who has mastered the lesson and that feedback guides the next day's lesson. Teachers have created monthly common formative assessments to gauge students' understanding, need for re-teaching, and to make instructional decisions. Concepts that have not been mastered will be retaught during response to intervention time. During team meetings teachers will bring spreadsheets with PALS quick checks, A-Z fluency, sight word and comprehension checks, and math common assessments results to discuss with administration.
4. In Kindergarten through second grade teachers use PALS data for goal setting in reading. (For example in Kindergarten teachers make goals involving-letter recognition and rhyme. In grade 1 goals are related to sight word fluency and comprehension. In grade 2 goals are related to word study and spelling development. In grades K and 1, math teachers give a teacher made mathematics benchmark twice a year. In grade 2 in math, teachers use the growth assessment designed by Interactive Achievement given three times per year. Goals are set for each student at the beginning of the year, monitored at mid year, and assessed at the end of the year. Results from these assessments drive classroom instruction (teachers use formative assessments throughout the year and provide re-teaching and small group instruction as needed.) Students take ownership by keeping their own data notebooks.

V. External Support

- (1) Describe how the involvement of community-based organizations is aligned to the school's improvement plan.
- (2) Which external partners (LTP), 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.
- (3) Describe (a) the ways parents and the community have been involved in the design and implementation of the interventions (LTP); (b) the input provided by parents and community

members (needs identified by the stakeholders), and (c) how they will be informed of on-going progress?

1. Our school is actively used for extended hours by parents and others in the community. Activities focus on academics, health and social services, youth and community development, and family and community engagement. Information about these activities will be announced on instant alert, local radio stations, our webpage, principal newsletters, and other news media. Administrators, teachers and other staff members use personal outreach methods in a language familiar to families, and work to create an inviting environment. Parents receive the Title I Compact of Parent Involvement explaining specific ways parents improve student achievement. Our Title 1 Committee, Business leaders, central office support, and non-profit representatives working with teachers and parents develop a yearly plan of parent workshops/activities based on a needs assessment reviewing data from staff and parent sources. The committee creates an evaluation tool to receive input from parents after each activity to be shared with Title 1 Committee members. The Title I committee meets monthly to plan and evaluate programs. The Title 1 Committee establishes a system for documenting parent involvement and a systematic way of sharing participation data with the school community. We recognize parents and active volunteers publically. The Title I Advisory Committee works with the BEE Team Committee to secure partnerships with local businesses to provide support with student needs based on research proven successful strategies. This is aligned with indicator D3 in the school improvement plan.
2. Cambridge is our external partner. They are providing reading Coaching one and one half days per week. The reading coach will be working side by side with our reading specialist and new reading coach to analyze data to group students for core instruction and response to intervention time. The external partner will provide coaching to teachers and paraprofessionals as she monitors and evaluates student progress. The Cambridge training with our teachers and reading specialists will ensure sustainability. Cambridge is providing math coaching one day per week at the primary school. The math coach will visit classrooms with principal and assistant principal to observe math instruction providing critical feedback to teachers to improve mathematics instruction. He will meet with teams to analyze math data and make decisions about how to differentiate core instruction and response to intervention time to meet student needs. Both coaches will work with new staff to ensure they are trained and implementing school improvement initiatives.
3. The principal or assistant principal meets with the executive PTO monthly. Title I workshops are held and parents are given surveys to provide input. Parents are notified of progress made throughout the school improvement process through letters and Family Fun Night events at the school. We have had two school quality reviews involving parents. The principal shares progress at monthly PTO meetings and through a newsletter published twice a month. The newsletter is put on our school website also. The superintendent gives an instructional update at every school board meeting. The press is there and puts it in the local newspaper. The superintendent maintains a blog on our division website to keep parents informed on progress and activities. The external partner will work with the school to improve the parental involvement plan. We will have a workshop for parents on helping their child with reading (addressing vocabulary and reading aloud strategies.) We are bringing in Theater Four to help with exposure to cultural events. We are beginning the process of accreditation through AdvancED. We just completed division wide and staff surveys. This will involve our parents and other community stakeholders.

VI. 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?
- (2) What is the school's process for implementing the division's teacher evaluation system?
- (3) Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.
- (4) Describe how you identify teachers who need support and provide opportunities to improve professional practice.
- (5) How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?
- (6) How do you define the relationship between the Lead Turnaround Partner, state approved personnel, division point of contact, and the principal? How can it be improved? (Applies to continuation applications only.)

1. End of year data is used to make instructional decisions for the following year; and assignments are made based on where teachers perform best. Teachers that have a masters in reading are put with kindergarten and first grade students to provide a strong reading foundation. This year we will departmentalize beginning in kindergarten. Four teachers will specialize in reading and four teachers in math at each grade level. We assign teachers to these subjects based on their strength and data. All of our teachers are highly qualified.
2. The principal shares the evaluation process at the beginning of each year and divides teachers into probationary and continuing contract. There is a schedule of teachers observations shared at the beginning of each year. Probationary teachers have to turn in documentation log by midyear. The principal or assistant principal meets with all teachers to discuss midyear and end of year progress. The principal evaluates probationary teachers annually. Continuing contract teachers are evaluated at least once every three years; and more often if a teacher is identified as needing improvement. All teachers receive informal feedback after observations and walk-throughs or instructional rounds. Principal makes recommendations to the superintendent in regards to continuing employment. We have a support dialog process for addressing concerns and documenting additional support provided to teachers.
3. The Wise Owl award is given to teachers to recognize teachers that are building relationships and motivating students to achieve in school. The principal begins giving this recognition at one of the first faculty meetings and then peers give it to recognize each other. We identify and reward school leaders, teachers and other staff who have increased student achievement by giving them more responsibility and asking them to lead professional development. The criteria we are using includes PALs total scores and instructional reading levels. Teachers set yearly growth goals using data from PALs and instructional reading levels which are monitored at midyear and end of year. The goals in math are set using interactive achievement student growth assessment which is given three times a year. All students K-2 are monitored for reading and math growth through I-ready three times a year.

4. We identify teachers that need additional support by studying student performance data and by administrative walkthroughs and formal observations. During post conferences strengths and weaknesses are addressed with teachers. Open ended questions stimulate reflective thought and self-evaluation. Opportunities are provided for peer coaching. We offer in-class behavior coaching when needed. The administrator then works with identified teachers to develop either a coaching or improvement plan. Professional development is then provided through coaching, attendance at workshops and conferences based on the determined need. Principals continue to monitor classroom for implementation of recommendations.
5. The superintendent evaluates the principal. He visits the school at least monthly. The teachers do a survey annually of the principal's strengths and weaknesses. The superintendent reviews the principal's goals and data annually.
6. We have built a strong relationship between the Lead Turnaround Partner, state approved personnel, the division lead internal partner, and the principal. We meet regularly at monthly Transformation Team meetings and keep each other informed on all relevant educational matters in between meetings. We collaborated with the external lead partner to provide additional coaching for our teachers and instructional staff in Reading since our SOL data shows that is the most significant area of need. We decreased amount of time with math coaching since we have met state accreditation standards with mathematics. A school quality review was conducted by Cambridge to assess our needs and help us determine that the focus for the upcoming year needed to be on differentiation. We can improve by providing both enrichment and remediation according to student needs in both reading and math. We will also work on addressing needs of our tier 2 students as well as continuing with tier 3 students.

VII. Decision-Making & Autonomy

- (1) What is the decision-making process for school improvement efforts, overall strategic vision, and/or anything that impacts the improvement plan?
- (2) What policies or practices exist as barriers that may impede the school's success? Please note where the policies originate (i.e. state code or division policies/practices). What is the process to remove the barriers? List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)

1. We have a district leadership team led by our Superintendent. This team creates our division wide comprehensive plan. During an annual summer retreat, division leaders (principals, assistant principals, central office directors, etc.) meet with the Superintendent to revise plan based on analyzing data to determine priorities. At the school level, the principal leads the Transformation Team composed of school level instructional leaders, the internal lead partner and the division instructional coach. Having division representatives at the Transformation team enables the team to make solid decisions and fast track needs. The instructional leaders bring instructional expertise and ideas from their grade level teams. The School Leadership Team with support of central office personnel analyzes both qualitative and quantitative data to set goals for improvement. The team uses Indistar indicators; set goals based on data, and develops action steps to reach goals. Once the vision and goals are finalized, they are shared

at school board meetings, faculty meetings, parent meetings, and school board meetings and evidence is documented in Indistar.

2. One barrier that exists is the size of Buckingham County and the number of buses it takes to transport all students. All buses service all schools in the county. Due to this barrier the arrival time at the primary and elementary schools have been an issue. By having some late bus arrivals drop-off at these schools first most of the problem has been resolved. There is still a slight problem due to having to wait in line at various schools for buses to drop-off. The principals and the transportation director met weekly after the opening of the new schools to correct this late arrival concern. They are also serving breakfast in the classrooms to help speed the breakfast process so that instruction can begin sooner. This has made a significant difference.

VIII. Phase-Out Planning

- (1) What services should be maintained after these federal funds and supports end?
- (2) 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?
- (3) What supports from the state would be the most helpful?

1. The school improvement team approach/process should continue. We need to continue meeting as a team to monitor instruction, examine data, and evaluating the success of interventions. The majority of the SIG funds up front funded the Lead External Turnaround Partner. The goal for the LEA is to build capacity to continue the progress and strategies learned from the Lead External Partner to achieve sustainability. We plan to sustain the curriculum work, small group remediation needs, and use of technology through Title funds, VPSA, and local funds. Division funds are being allocated to support additional personnel at the school to ensure sustainability. We have added a division instructional coach. The reading coach we are asking for in the grant will be picked up with local funds at the completion of the grant.
2. We will spend the majority SIG funds to fund external support at first to empower instructional leaders at the school level. We will have teachers training teachers. We will have a strong mentor/teacher program which will be continued locally at the completion of the grant. A solid, yearly professional development plan will be in place at the beginning of each year to provide a school wide focus based on student needs and will be differentiated based on teacher needs. We will purchase technology and have training for teachers in areas of need. At the division level we will learn and grow through actively participating in the AdvancED process.
3. The state can support us with ongoing training for example, showing teachers how to use the state website as a resource and sharing successful strategies from other schools with similar demographics.

The LEA is required to provide the following information for each school the LEA has identified to serve:

Note: Data for questions 1 and 2 below may be preliminary at the time of application.

(1) Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools.

N/A

(2) Student achievement data for the past three years (current school year and previous two school years) 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)

Results are for 3 rd						
Grade data only	Preliminary 2014-15 English SOL	2013-14 English SOL	2012-13 English SOL	Preliminary 2014-15 Math SOL	2013-14 Math SOL	2012-13 Math SOL
All Students	62	60	54	68	50	38
Proficiency gap Group 1	53	48	47	63	51	33
Proficiency gap Group 2	50	40	38	52	36	30
Proficiency gap Group 3	N/A	N/A	N/A	N/A	N/A	N/A
Student with Disabilities	42	25	43	42	20	14
LEP students	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged Students	52	50	46	63	40	33
White students	74	73	63	78	56	45
Asian students	N/A	N/A	N/A	N/A	N/A	N/A

(3) Total number of minutes in the 2014-2015 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 2015-2016. **This information will be shared with USED.*

All students attended school for the 2014-15 school year for 350 instructional minutes per day. Total

minutes for the school year were 63,000 for a regular school day. Before and after school learning opportunities have been offered to all students for 75 minutes per day for 120 days which totals 1000 minutes. After school tutoring will be offered to all students in the 2015-16 school year. This would be 60 minutes twice a week for 12 weeks. This totals 1,440 minutes.

- Teachers teach to the bell 8:15 a.m. to 3:05 p.m.
- Worked with Dr. Retting, Scheduling Specialist to provide best use of Response to Intervention time
- Walkthroughs and Observations to inspect appropriate use of instructional time
- Use of student objectives and mastery criteria
- Focus on alignment of written, taught, and tested curriculum

(4) Demographics of the student population by the following categories:

Total Enrollment:	529
Male:	260
Female:	269
Asian:	0
Black:	206
Hispanic:	0
White:	318
Students with Disabilities:	60
English Language Learners:	0
Economically Disadvantaged:	326
Migrant:	0
Homeless:	0

(5) Analysis of student achievement data with identified areas that need improvement based on previous three school years. Include preliminary data for 2015-16 if this is a continuation application. Identified areas needing improvement should align with goal setting and action steps throughout the application.

Example:

Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70).

Annual reading scores demonstrate improvement in grade 3 (54, 60, and 62). Annual math scores improved (38, 50, and 68). Students with disabilities subgroup Reading are (47, 48, and 53). The Math for the sped subgroup are (33, 51, 63). Scores are steadily improving which indicates what we are doing is working and we need to continue the process. We will continue to focus on reading, math and students with disabilities to continue our steady process of student success.

- (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. Description should provide insight into the capacity and functionality of the facility to serve students.

Buckingham County Primary School is a K-2 school with an enrollment of 529 students. The award winning LED-Gold award was given to this modern building that uses natural daylight, learning spaces outside of traditional classrooms, and large common spaces to engage students. There are 25 classrooms (8K, 9 1st and 8 second grade homerooms). There is a state of the art Library/Media Center that is shared with the adjoining 305 school, run by 2 librarians. There is a large screen and interactive projector in the library and a computer lab with 25 laptops. The cafeteria is a large, open restaurant style space with an expansive view of the outdoors and an open view of the cooking areas. The areas for physical education include five playgrounds, outdoor science learning areas, a garden, and a frog bog. There are walking paths and different ecosystems with signs indicating plant and animal life. The building and grounds have multiple teaching areas. There is a large indoor multipurpose room for physical education classes.

- (7) Information about the types of technology available to students and instructional staff.

Students use chrome books, laptops, interactive projectors, and over 99 cable TV channels to extend learning. There are approximately 8 student chrome books or laptops in each classroom daily. There is one computer lab with 24 computers. Teachers also have access to Elmos and mimeo projectors. Teachers all have mini ipads and laptops. Special education assistants just received mini ipads to use with their students. Students use I Ready and Mathematics. We just added google emails for all students and staff and are learning about ways to engage students through the use of technology.

- (8) **A.** Use the charts below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years of experience by grade or subject for the 2015-2016 school year. This should be an unduplicated count for each set.

SET 1:

Category	Number of Teachers	Percentage of All Teachers
Highly Qualified Teachers:	33.5	100
Teachers Not Highly Qualified:	0	0

SET 2:

Category	Number of Teachers	Percentage of All Teachers
Teachers with Less Than 3 Years in Grade/Subject:	11.5	34.3
Number of Teachers with a Provisional License:	1	K

(8) **B.** LIST below 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)).

4- Kindergarten, 1 first grade, 3 second grade, 1 Art, Music, 2 K-2 Special Ed.

(9) **A.** Indicate the *number* of instructional staff members employed at the school for the given number of years. Insert more rows as necessary.

Years	# Instructional Staff
0	2
1	6
2	4
3	1
4	2
5	1
6	2

Years	# Instructional Staff
7	1
8	1
9	1
10	2
11	1
12	0
13	1

Years	# Instructional Staff
14	0
15	1
16	1
17	1
18	0
19	0
20	0

21 -1 25 - 1 38 - 1
23 - 1 30 - 1

(9) **B.** Indicate the total number of teaching days teachers worked divided by the number of *teaching* days for school year 2014-2015.

Total # of Teaching Days	Total # of Days Worked	Teacher Attendance Rate
6055	5649	0.93

SECTION 2: 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:

- (1) Describe the process the division will use to recruit, screen, and select external providers to ensure their quality. Provide a description of the activities undertaken to (a) analyze the LEA's operational needs; (b) research external providers including their use of evidence-based strategies, alignment of their approach to meeting the division/school needs, and their capacity to serve the school; and (c) to engage parents and community members to assist in the selection of external partners.

*An LEA proposing to use SIG funds to implement the **Restart model** in the school must demonstrate that it will conduct a rigorous review process, as described in the final requirements, of the charter school operator, charter management organization (CMO), or education management organization (EMO) that it has selected to operate or manage the school or schools.

We have our external provider from Year 1. At that point we interviewed 4 different service providers and after checking references we selected the one that best suited our needs. We evaluated the LTP at the end of the school year by having a meeting with the principals, the superintendent, and the ILP to address the progress that we have made. We also looked at possible changes in services that we wanted the LTP to provide. The changes consisted of changes in the coaches to more reading content and less math content. We made more gain in math than in reading so we wanted our focus to be on more reading. As we move thru the process with Cambridge and we see needs for specific PD and coaching we discuss it with the LTP. They will provide with people onsite or if the company has a better person they will send them to meet the need. We went from 1 person coming 2 ½ days per week to 1 person coming 1 ½ days for reading and 1 person coming for math one day per week. We requested this in order to get the best content specialist. The LTP was very willing to make the change. The LTP is bringing in research based strategies by John Hattie, Harry Wong and Marzano. They are also developing teacher skills and increasing student engagement. They are working with us on teaching reading in the content and building teacher's leadership skills. In March we did a school quality review that interviewed parent and community members. We have established a parent advisory committee that meets quarterly or four times per year to address instructional issues and concerns. Our transformation Meetings – The last Tuesday of each month, July 28, 2015, Aug. 25, 2015, Sept. 29, 2015, Oct. 27, 2015, Nov. 24, 2015, Dec. 15, 2015, Jan. 26, 2016, Feb. 23, 2016, March 29, 2016, May 2016 and June 28, 2016. The second Monday of each month for Superintendent Leadership Team Meetings – July 13, 2015, Aug. 10, 2015, Sept. 14, 2015, Oct. 12, 2015, Nov. 9, 2015, Dec. 14, 2015, Jan. 11, 2016, Feb. 8, 2016, March 14, 2016, April 11, 2016, May 9, 2016 and June 13, 2016.

- (2) Provide an explanation of the division's capacity to serve its Priority schools including a description of the LEA plans to (a) adequately research, design and resource the interventions; (b) engage stakeholders, with significant emphasis on parental engagement, for input into the selection of a reform model and the design of interventions with consideration of the needs identified by the community, and to keep stakeholders informed on progress towards attaining school goals; and (c) monitor the implementation of the intervention towards attaining the established goals (leading and lagging indicators) and to provide technical assistance to the school as needed.

An LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program or REAP) may propose to modify one element of the turnaround or transformation model, and, if so doing, must describe how it will meet the intent and purpose of that element. **Only LEAs eligible for REAP and proposing to modify one element of the turnaround or transformation model should respond to this flexibility component.**

- (a) The division send leaders and teachers to professional development opportunities that are relevant to our needs. The instructional coordinator attends workshops on instructional strategies and brings the info back to the schools. The division also contracts with professional development providers such as Lisa Meyers and Christopher Gareis to come in and work with teachers during their planning and after school on research based strategies for all core content areas. The division has also brought in Michael D. Retting to help look at the schools' schedules to be sure we are getting the most use out of our instructional time.
- (b) The division is participating in Advance Ed Accreditation Process which is a clear and comprehensive program of evaluation and external review supported by research based standards and dedicated to helping school systems continually improve. This places emphasis on parental engagement through the use of surveys and interviews. The ILP meets with the Title I staff to provide parent involvement activities such as bringing Teater Four in to do plays and having literacy and technology nights for families. Division Title I and Special Ed advisory committees meet to discuss ways to help with parent training and purchasing materials for parents to use with helping their children. The division uses communication such as PAC and DAC, Superintendent blog and newsletters to keep parents involved. Many organizations such as active seniors, police, and fire fighters come in regularly for events. We will work to include other organizations and reach out to the broader community (local universities, Boys and Girls Club, etc.)
- (c) District representatives (ILP) monitor by attending transformation meetings - looking at leading and lagging indicators and progress or lack of progress in Indistar tasks; providing technical assistance as needed. The superintendent, ILP and instructional coordinator attend AARPE meetings. The ILP and the principal are collaborating in writing the grant and making sure that the funds are used for correct interventions. The superintendent has a blog on our web site that helps to keep the parents informed. The division reps contact the newspaper and have them attend different functions including school board meetings to keep the public informed about our progress. At every school board meeting the superintendent does an instructional update. The superintendent meets with the principals to set beginning of year goals, visits the schools regularly, monitors the goals mid year and offers assistance. This is all

documented in Talent Ed.

- (3) Describe the process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively. Provide a timeline for implementation of the *required components* of the selected reform model, including the Lead Turnaround Partner. Delineate the responsibilities and expectations to be carried out by the external partner and the LEA. Provide a description of the process the LEA will use to monitor, regularly review, and hold accountable any external partners.

*An LEA selecting the *Restart* model must indicate how it will hold accountable the charter school operator, CMO, EMO or other external provider for meeting the model requirements.

We have chosen the Transformation Model and have set timelines in our Indistar plan to complete all indicators and associated tasks. Cambridge continues to be our Lead Turnaround Partner. The lead turnaround partner will be an active participant in Transformation Meetings. The principal will meet yearly with the superintendent and the lead internal partner to outline responsibilities and expectations of the external lead partner as noted in the Scope of Work. For the 2015-2016 school year the following changes have been made to support provided by the lead external partner. There will be extensive Reading Coaching – 1 and ½ days per week at the primary school. The Cambridge consultant will be working side by side with our current reading specialist, and new reading coach, and the principal to analyze data - grouping students for core instruction and response to intervention time. She will provide coaching to teachers and paraprofessionals as she monitors and evaluates student progress. She will also be an active member of our Transformation team. There will be extensive Math Coaching – 1 day per week at the primary school. The Cambridge consultant will visit classrooms with principal and assistant principal to observe math instruction providing critical feedback to teachers to improve mathematics instruction. He will meet with teams to analyze math data and make decisions about how to differentiate core instruction and response to intervention time to meet student needs. The principal is on site to monitor the work of the lead external partner and the effectiveness of support. The principal communicates with the lead internal partner and superintendent if any changes are needed. LEA attends transformation meetings to monitor and make sure things are working (Last Tuesday every month). The superintendent visits classrooms several times a year.

REQUIRED ELEMENTS:

- October 1, 2015 – Have the Lead Turnaround partner in place
- October 1, 2015 to September 30, 2016 Teacher and Leader Effectiveness – LTP will participate in walk-throughs, observations of teachers and support staff. They will work with the principal and assistant principal to provide professional development as needed.
- October 1, 2015 – May 20, 2016 - Using Data to Implement a Research Based

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Instructional Program – Administration and LTP meet with teachers and instructional leaders weekly alternating between reading and math to examine instructional data and make decisions to increase student achievement. We are using Journeys for reading and Math Connects for math. These programs were purchased at the end of 2014-15 school year.

- October 1, 2015 – May 20, 2016 - Continuous Use of Data- Teachers and instructional leaders have constructed an instructional spreadsheet listing all common assessments including interactive achievement, benchmark assessments, PALS assessment, and IReady assessment to monitor student data at an individual level.
- October 1, 2015 - March 1, 2016 - Increase Learning Time – This will start October 1, 2015 and run through March 1, 2016 - 60 hours of afterschool remediation will be offered to students. This remediation will be targeted to identified student skill development based on data and research proven interventions. This will be paid out of local funds.
- October 1, 2015 – May 20, 2016 - Family Community Involvement – Based on input from parent advisory council, PTO Executive Committee, and parent surveys the Title I Committee will plan family engagement nights for the 2015-16 school year. Activities will include a kindergarten information night, Family Literacy Night, two parent teacher conference nights, monthly Parent Teacher Organization meetings, and Technology Literacy Night.
- October 1, 2015 – September 30, 2016 - Operational Flexibility – School transformation team meets monthly and has permission for those leaders to make decisions to improve student achievement. The Internal Lead Partner attends these meetings to offer support. They meet the last Tuesday of each month.
- August 17, 2015 - December 9, 2015 - Technical Assistance – The principal and key division staff will attend the following priority training sessions.

August 17 Location: Crowne Plaza, Richmond
September 22 Location: Newport New City Sch.
October 20 Location: Newport New City Sch
November 16 Location: Newport New City Sch
December 9 Location: Crowne Plaza, Richmond

(4) *For an LEA proposing to use SIG funds to implement, in partnership with a whole school reform model developer, an **Evidence-based Whole-school Reform** model for the school, provide a description of (a) the evidence supporting the model including a sample population or setting similar to that of the school to be served; and (b) the partnership with a whole school

reform model developer which meets the definition of “whole school reform model developer” in the SIG requirements.

Only LEAs proposing to use SIG funds to implement an *Evidence-based Whole-school Reform* model should respond to this prompt.

N/A

SECTION 3: EXPLANATION OF LACK OF CAPACITY TO IMPLEMENT

➤ **If the LEA lacks the capacity to serve all of its Priority schools (Tier 1), provide the information requested below.**

Note: If you completed Section 3, Part II (above), *do not* complete this section.

1. Describe the steps the LEA has taken to secure the continued support of the local school board for the reform model chosen.	
2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.	
3. Describe the process of the LEA for consideration of the use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff).	
4. Describe the steps the LEA has 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.	

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SECTION 4: BUDGET NARRATIVE, BUDGET DETAIL & BUDGET SUMMARY

LEA Budget Application - Attachment A (Excel)

The LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve. **Utilize the attached budget file** to develop a budget for each Priority school the LEA commits to serve, detailing the line item expenditures designed to support the implementation of the reform model selected for Year 1, October 1, 2015 through September 30, 2016.

The detailed budget summary the LEA submits as part of the grant application will provide evidence of how other funding sources such as Title I, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; and state and/or local resources will be used to support school improvement activities.

Detailed instructions for developing the LEA and each Priority school budget are included in Attachment A.

SECTION 5: ASSURANCES & CERTIFICATIONS

The local educational agency (LEA) assures that School Improvement Grant 1003(a) and/or 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 LEA assures it will –

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements.
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
- (3) Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- (4) Ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (5) Maintain appropriate levels of funding for the schools it commits to serve to ensure the school(s) receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (6) Use 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:
 1. Providing strong leadership by: (a) reviewing the performance of the current principal; (b) 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 (c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
 2. Ensuring that teachers are effective and able to improve instruction by: (a) 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; (b) preventing ineffective teachers from transferring to these schools; and (c) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
 3. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
 4. Strengthening the school's instructional program based on student needs and ensuring that the

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instructional program is research-based, rigorous, and aligned with State academic content standards;

5. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data;
6. 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
7. Providing ongoing mechanisms for family and community engagement.

- (7) Follow state and local procurement policies.
 - (a) 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
 - (b) 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.
- (8) Follow 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*.
- (9) Use state determined comprehensive planning tool to:
 - a. Establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
 - b. Document and describe each action to be implemented, who is responsible and date by which action will be completed;
 - c. Collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
 - d. Set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
 - e. 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.
- (10) Use an electronic query system to provide principals with quarterly data needed to make data driven decisions at the school-level. See 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*). See: 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)

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- Student transfer data
 - Student intervention participation by intervention type; and
 - Other indicators, if needed.
- (11) Use 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.
- (12) Uses the *Algebra Readiness Diagnostic Test* (ARDT) for all schools with grade 6 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).
- (13) Ensure the principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative.
- (14) Continue implementation of a division-level team with representatives for Instruction, Title I, Special Education, and English Language Learners (if applicable). The division team will: (a) review each school's improvement plan; (b) ensure documentation of division support is evidenced in the school's plan; (c) meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report; and (d) assist in updating the school's plan to evidence the division's support of actions developed from analysis of data.
- (15) Attend OSI technical assistance sessions provided for school principals, division staff, and LTPs.
- (16) Collaborate with state approved personnel to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform.
- (17) Provide an annual structured report to a panel of VDOE staff detailing the current action plan, current leading and lagging indicators and modifications to be made to ensure the reform is successful.
- (18) Report 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).
- (19) Ensure the school principal is integrally involved in the application process.
- (20) Additional Assurances specific to Districts with School Turnaround Offices:
- i. Report quarterly to the local school board on each Priority school's progress as documented in the Priority School Quarterly Data Analysis Report.
 - ii. Set annual measurable goals for the Office of School Turnaround. Goals should be submitted to the Office of School Improvement by August 30 each year.

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Assurance: The local educational agency (LEA) assures that School Improvement Grant 1003(a) and/or 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).

Certification: *I hereby certify that, to the best of my knowledge, the information contained in the application and in the state determined comprehensive planning tool is correct. I agree to adhere to the requirements of the USED Flexibility Waiver.*

School Division (LEA): Buckingham

Priority School: Buckingham Primary

Principal’s Typed Name: Pennie Allen

Principal’s Signature: _____

Date: _____

Superintendent’s Typed Name: Cecil C. Snead, II

Superintendent’s Signature: _____

Date: _____

*The Superintendent must keep a signed copy of this document at the division level for audit purposes.

Resources

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
Indirect Rate Memo 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/
Virginia Early Warning System (VEWS)	http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml
Beverly Rabil, Director (804) 786-1062	beverly.rabil@doe.virginia.gov
Kristi Bond, ESEA Lead Coordinator (804) 371-2681	kristi.bond@doe.virginia.gov
Natalie Halloran, ESEA Lead Coordinator (804) 786-1062	natalie.halloran@doe.virginia.gov

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BUDGET SUMMARY FOR: Buckingham Primary School

(School Name)

Object Code	Expenditure Accounts	School Year 2015-2016	School Year 2016-2017	School Year 2017-2018	Three-Year Grant Subtotal
1000	Personal Services	\$ 73,961.80	\$ 73,961.80	\$ -	\$ 147,923.60
2000	Employee Benefits	\$ 5,658.08	\$ 5,658.08	\$ -	\$ 11,316.16
3000	Purchased Services	\$ 334,150.00	\$ 234,700.00	\$ -	\$ 568,850.00
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ -	\$ -	\$ -	\$ -
6000	Supplies & Materials	\$ -	\$ -	\$ -	\$ -
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 413,769.88	\$ 314,319.88	\$ -	\$ 728,089.76

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Buckingham Primary School

(School Name)

Budget Detail: Personal Services (1000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Reading Coach	One reading coach to work with Cambridge to build a coach for sustainability at completion of grant to be picked up out of local funds at grant completion. We are proposing a coach to work directly with teachers to improve teachers' diagnostic skills, to work directly with teachers in the classroom; and to implement research based strategies. Reading scores went from 60 to 62 last year. The coach will directly effect student success as we seek state accreditiaion standards. This was requested in writing to the director of OSI on July 1, 2015. We will be using the school board approved salary scale which runs from \$43,198 to \$61,688 depending on the number of years experience. We chose to put the amount in for a mid range teacher.	\$ 48,000.00	\$ 48,000.00	-	\$ 96,000.00
Mentor	We plan to pay teachers stipends for mentor teachers to work with new teachers teachers. (14 teacher @\$21.10 for 20 one hour sessions =\$5,908). At the completion of the grant the local school division will pick this up and continue to have it as mentioned in section VIII of the grant. The mentors will lead a book study with the mentees. The book we will use is How to Teach Like a Champion. The mentors are experienced teachers who are assigned to a new teacher for guidance and support. For sustainability mentors will be more trained as future new teachers join the staff. We are creating a process of having book studies and plan to continue this process at the completion of the grant.	\$5,908.00	\$5,908.00	-	\$ 11,816.00
Indistar Process Manager	Participating in monthly leadership team meetings and doing followup work in Indistar as well as monitoring tasks to support implementation of improvement plan (48 hrs. @21.10 per hr.)	\$ 1,012.80	\$ 1,012.80	-	\$ 2,025.60

Teachers to work on curriculum	Teachers will continue to refine common assessments, materials, resources, and effective interventions. (30 teachers for 3 days @6 hours per day @21.10 per hour & 15 teachers for an additional 3 days @ 6 hrs. per day @21.10 per hr. total \$17,091.000	\$ 17,091.00	\$ 17,091.00	\$ -	\$ 34,182.00
Substitutes	Substitutes for 30 teachers for 1 day each to participate in PD provided by LTP @65.00 per day per sub. = \$1,950. We pay subs to come in and release teachers for an additional 45 minutes and pair it to their planning time. This gives a total of 90 minutes to each teacher to meet at specified times for their inservice. This makes the best use of their time and the subs float from room to room to relieve different teachers throughout the day. During the day teachers are more focused and can work in teams on specific items with the provider.	\$ 1,950.00	\$ 1,950.00	\$ -	
Total Compensation		\$ 73,961.80	\$ 73,961.80	\$ -	\$ 147,923.60
Personal Services supported from other funding sources:	Ex. K-5 Reading Specialist @ \$65K/yr (Title I) Insert response here: Title I Reading Specialist K-2 to work with students 48,000, 4 Title I Reading Paras to help with students under the supervision of the reading specialist \$62,994.00, Title VI - 1 computer lab aide to help with I Ready Testing and to teach computer skills - \$15,435, 1 additional assistant principal from local funds to help oversee behavior and instructional program, 70,000. - Total \$212,969.00				

Budget Detail: Employee Benefits (2000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Benefits	FICA for Reading coach	\$3,672.00	\$3,672.00		\$ 7,344.00
	FICA for Mentoring program	\$ 451.96	\$ 451.96		\$ 903.92
	FICA for Process Manager	\$ 77.48	\$ 77.48		\$ 154.96
	FICA for curriculum work	\$ 1,307.46	\$ 1,307.46		\$ 2,614.92
	FICA for subs	\$ 149.18	\$ 149.18		\$ 298.36
Total Employee Benefits		\$ 5,658.08	\$ 5,658.08	\$ -	\$ 11,316.16
Employee Benefits supported from other funding sources:	Insert response here: FICA for items listed in 1 - \$212,969 times 7.65% = \$16,292.13.				

Budget Detail: Purchased Services (3000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Cambridge	Cambridge is our Lead Turnaround Partner (LTP). Cambridge is providing reading support 1 1/2 days per week for the 2015-2016 school year and math support 1 day per week. This support includes monitoring RTI instruction for our Tier 2 & 3 students, providing individual coaching to teachers, and providing PD to build instructional leaders to differentiate learning according to student needs. According to the approved Scope of Work the contractor's base unit price is \$565 per student (530) = \$299,450	\$ 299,450.00	\$ 200,000.00	\$ -	\$ 499,450.00
I Ready Math & Reading	Iready Math and Reading will be used to assess our students three times a year. This is an adaptive reading and math software that helps us to give a diagnostic assessment three times per year and students are assigned lessons based on the results of the test. Teachers use it to adjust their instruction during core blocks and during RTI blocks. We purchased a site license for our school which is a flat fee. \$12,200	\$ 12,200.00	\$ 12,200.00	\$ -	\$ 24,400.00
Caliper, Inc.	State contractor as prescribed by the office of school improvement to monitor alignment of interventions in our school. This will be a state approved personnel based on a cost basis of \$61.13 per hour plus mileage.	\$ 22,500.00	\$ 22,500.00		\$ 45,000.00
					\$ -
					\$ -
Total Purchased Services		\$ 334,150.00	\$ 234,700.00	\$ -	\$ 568,850.00
Purchased Services supported from other funding sources:	Insert response here: Title II provides funds for professional development: \$22,520.00. There are no other interventions, school improvement programs or contracts supported by Title I currently.				

Budget Detail: Internal Services (4000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
Total Internal Services		\$ -	\$ -	\$ -	\$ -
<u>Internal Services</u> supported from other funding sources:	Insert response here:				

Budget Detail: Other Charges (5000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
				\$ -	\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Other Charges		\$ -	\$ -	\$ -	\$ -
Other Charges supported from other funding sources:	Insert response here:				

Budget Detail: Materials & Supplies (6000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Supplies		\$ -	\$ -	\$ -	\$ -
Materials/Supplies supported from other funding sources:	Insert response here: Division order with local money - 1 set of chromebooks and a cart. Google training IDPADs for SPED Paras.				

Budget Detail: Capital Outlay (8000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Capital Outlay		\$ -	\$ -	\$ -	\$ -
Capital Outlay supported from other funding sources:	Insert response here:				