

**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](mailto:kristi.bond@doe.virginia.gov)
- Natalie Halloran, ESEA Lead Coordinator at [natalie.halloran@doe.virginia.gov](mailto: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:** Norfolk Public School

**Contact Name:** Dr. Kipp Rogers      **Phone:** 757-628-3834

**Address:** 800 East City Hall Avenue      **Email:** krpgers@nps.k12.va.us  
Norfolk, Virginia 23510

### Priority School Information

**School Name:** Campostella Elementary School      **Cohort:** IV

**Principal Name:** Dr. Rhonda L. Ambrose      **Phone:** 757-494-3850

**Address:** 2600 East Princess Anne Road      **Email:** rambrose@nps.k12.va.us  
Norfolk, Virginia

**NCES #:** 510267001085

**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.

- 1) Goal 1-Increase student achievement in Reading. Campostella Elementary School students will increase achievement in reading by 15 percentage points, evidenced by the all students' score increasing from 39% to 54% on the SOL for the assessment year 2015-2016.
- 2) Goal 2- Increase student achievement in Math. Campostella Elementary School students will increase achievement in mathematics by 20 percentage points, evidenced by the all students' score increasing from 45% to 65% on the SOL for assessment year 2015-2016.
- 3) Goal 3- Campostella Elementary School will improve student discipline, evidenced by a 50% decrease in student disciplinary infractions, decreasing from 183 total infractions in the 2014-2015 school year to 92 total infractions in the 2015-2016 school year.

### 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. There has been a general change in the school climate since the beginning of the 2014-2015 school year. In the past, the standards were addressed, but the activities were not as engaging. With additional professional development provided to teachers, it is now evident when entering the building that a purposeful promotion of meaningful and engaging practice of school-wide activities is maintained. Classroom activities are more often hands-on, leading to a more intense focus on academics and fewer disciplinary infractions. In the past, building norms were practiced inconsistently. Now, utilizing strategies from Positive Behavior

Interventions and Support (PBIS), building norms that enhance the learning environment such as the implementation of the student school creed recited daily, teachers' presence throughout the building, and a welcoming office professional staff have all improved the climate of the building. In the past, staff communication occurred on a monthly basis. Now, the staff receives weekly messages from the principal that include Kudos to deserving staff members for a variety of reasons such as, book study presentations, receiving awards, and for supporting team members or colleagues. In addition, the staff is celebrated via emails and school announcements.

2. Numerous successful strategies were implemented to support a positive change in the school climate. Greater visibility and accessibility of the principals became a daily practice. Input was solicited from all stakeholders during PTA meetings, Open House, and other school events. Additionally, parents received important information via Blackboard Connect, monthly newsletter, civic league meetings, networking events, the marquee, school and district websites, student agendas, electronic- mails, and PTA bulletin boards/flyers. The parent engagement liaison conducted monthly parent workshops in the community. The workshops provided opportunities to correspond with parents regularly on pertinent issues involving the teaching /learning process and updates on the school improvement plan. The school colors and mascot were very visible throughout the building and students, as well as staff, consistently wore school colors and school shirts on Fridays to promote unity. PBIS expectations were posted throughout the building and reinforced on the daily morning news show. In addition, PBIS expectations and positive character traits are posted in all classrooms to support a positive learning environment. Teachers greet their students each morning as they enter the classroom and again as they exit at the end of the day. Resource and support staffs are stationed throughout the building in the morning and at the end of the day to monitor students as they travel from point A to point B. The increased level of accountability decreased the number of inappropriate student behaviors and disciplinary referrals. School-wide discipline assemblies were held when needed.

Furthermore, the continuous implementation and training for the staff fostered a culture that supported our students, parents, staff, and the community, around a common culture that used proven best-practices and interventions that value all children and offer students the caring relationships and high expectations necessary for their success.

The many strategies and activities mentioned have impacted and improved the school climate, transforming it into a positive learning environment. Teachers are present and visible which serves as a deterrent to negative behaviors. The many school events offer families more of an opportunity to be a part of their children's education. Overall, the school is more unified, and the climate is one in which teachers, students, parents, and the community feel welcomed, supported, and safe: socially, emotionally, intellectually, and physically.

3. An unsuccessful strategy was the attempt to promote positive behavior among students using rewards of quarterly attendance to school events. Teachers did not accurately log those students who should have been rewarded, leading to an inaccurate number students present at events. The school will devise a more consistent tracking system to assist in maintaining accurate numbers. Also, Campostella will continue work with the district's PBIS coordinator to develop strategies for improved behavior.

4. The continued separation and division of the school into two different campuses continues to create barriers to the school climate. Serving pre-kindergarten through first grade students at the Berkley- Early Childhood Campostella Elementary site and second graders through fifth graders at the former J. J. Roberts Elementary School presents ongoing challenges for the teachers, students and families. The displacement of the school from the community presented challenges and barriers to actively engage parents within the school setting. Additionally, the separation of staff requires additional personnel to adequately support the professional development, collaborative planning, student remediation, and intervention to both locations.

Also, transportation was provided to parents and community members to promote participation in school-wide activities during the first year of the school relocation; however, transportation at no cost ended December 1, 2014. The loss of transportation resulted in decreased parental participation in all school-wide activities.

Lastly, it is anticipated that the large teacher turnover at the end of this school year will create barriers and challenges for the upcoming year.

### 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. Input is solicited from the school staff and stakeholders in various ways during the school year. Continuous communication is vital to maintaining transparency. For example, each week the principal sends a weekly message to the entire staff that includes, district and school non-negotiables, a snapshot that outlines the events for the week, and the grade-level planning topic. In addition, this past school year, an interest survey was distributed to solicit input from the teachers. Parent surveys were disseminated throughout the year as well. Monthly meetings such as the Shared Governance Team meetings (SGT), the Community Task Force meetings, and the School Planning Management Team meetings (SPMT) provided a forum to share information to all stakeholders and receive immediate feedback. Additional opportunities for input are available during monthly faculty, correlate, transformational, instructional leadership team, and the vertical team meetings where data is analyzed. The teachers also received surveys and feedback forms during the weekly professional development and planning sessions. Agendas for each meeting are distributed and minutes are recorded in the designated binder by the reading and math specialist. Input is also solicited from stakeholders via Parent Teacher Association (PTA) meetings, school events, open-house,

Blackboard telephone system, monthly newsletter, civic league meetings, parent workshops, and networking events.

The school's marquee is changed monthly to reflect current events. The parent engagement specialist also maintained a bulletin board that was centrally located in the building with information relevant to parents and stakeholders. The guidance counselor, office manager, and school data support specialist, corresponded with parents regularly on pertinent issues involving the teaching and learning process. The aforementioned advertisements were established to encourage attendance to school events and to offer an opportunity to gain input.

2. Decisions are communicated with all staff through weekly staff messages, grade level planning, faculty meetings, electronic mail, school announcements, and ongoing communication with administration. Monthly newsletters and Community Task Force meetings held by the city of Norfolk, serve to inform families and to solicit their input in the decisions regarding their children's education.
3. Responsibilities are divided based on staff members' areas of endorsements, expertise, depth of knowledge, and strength.
  - Principal – instructional leader, classroom walkthroughs, evaluate personnel, formative and summative evaluation, occasional discipline infraction review
  - Assistant Principal – PBIS implementation, disposition of disciplinary infractions, LEA representative for special education services, instructional walkthroughs, focus walks, teacher evaluations
  - Specialists - The reading and math specialists provide multiple levels of support. They meet weekly with all grade levels for data disaggregation from common formative assessments, district benchmark assessments, and all other informal and formal assessments. During the meetings instructional strategies and best strategies are shared. In addition, they plan and support weekly professional development in which instructional materials, resources and lesson are modeled. The professional development is facilitated by in-house and district-level content specialists as well. The reading and math specialists also tier students based on data used to support weekly grade level planning. In addition, this data provide the information needed for after school tutoring, tiered student support, and the focus for the weekly professional development.
  - Interventionist - The Title I Interventionist support Tier II & Tier III instruction, for 80% of the school day in multiple capacities. The additional time is spent as, but not limited to, test chair, Indistar process manager, after school tutoring, and chairing vertical and correlate teams. The additional responsibilities were divided based on staff members' strengths and weaknesses and interest.
  - Division-level support varies based on district schedules and demand. However the district content specialists rotated in the building throughout the school year. District content coordinators served on the monthly SGT meetings.
4. (a) Throughout the year the Office of School Turnaround and Improvement staff member - monitors the goals and progress of leading indicators every week. In addition, the executive director periodically monitors instruction and the overall transformation process. Feedback is offered in an effort to implement suggested strategies that would lead toward improvement.

The instructional team, the School Leadership Team, and the Shared Governance Team meet monthly to monitor the school progress and improvement strategies noted in the school improvement plan.

Monitoring the implementation of new strategies was critical to achieving student improvement. Applying the RTI model with fidelity, allowed us to keep an on-time focus on the students in need of intervention. This was monitored on a three-week cycle to determine if the intervention was effective. In addition, strategies and practices were monitored during monthly vertical and faculty meetings, weekly grade-level and quarterly planning and professional development. Formal and Informal post conference teacher observations provide an opportunity to provide immediate and specific feedback related to implementation of effective instructional strategies used in the classroom. The Office of School Improvement staff assisted with maintaining required Indistar timelines and deadlines.

(b) In the event that processes were not working, the teacher was given the data and the information needed to reteach those objectives not being met. The Inter-Relater reliability walkthroughs performed this past school year with the Principal, OSTI staff and the state contractor, provided opportunities to evaluate relevant feedback to teachers on the implementation of new strategies and practices on the taught and written curriculum. If the strategies or practices are not working, additional professional development is planned.

#### 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. In the fall, all students (K-5) are administered entrance literacy and math assessments as a universal screening. Students in K-3 are administered the PALS Literacy Assessment. Students in K-2 are administered a building-level math pre-assessment. Students in grades 3-5 are administered the STAR Reading and Math Assessment and the Norfolk Public School District Pre-Assessments. The data points from these assessments are analyzed to determine student proficiency group (TIERS I, II, III). Once the tiered groups are determined, students in Tier II and Tier III are serviced by interventionists to provide additional instruction on the standards and skills that were found deficient on the pre-assessments. Students in TIER III are serviced five days per week for 30 minutes, and TIER II students are serviced three days per week for 30 minutes. Progress is monitored monthly using district level common formative assessments, and students who master specified standards are cycled out of intervention groups. In addition, students who may require additional support, yet not identified by the initial screening, are cycled into intervention groups. The universal screening is administered again mid-year to students in grades K-5 for reading and math to ascertain the level of progress

made, with a focus on those who have received intervention services. Interventionists' groups are restructured, and monthly progress monitoring using the district level common formative assessments is continued. At the end of the school year, students in grades K-2 complete the PALS Literacy Assessment, and students in grades 3-5 complete the STAR Reading and Math Assessment to determine the amount of progress made by students who were provided intervention services.

2. Teachers use several methods to differentiate learning during whole group instruction. Anchor activities, questions, and stories are utilized to assist in building schema for students who have limited background knowledge. To address the different learning styles, teachers incorporate instructional methods to include activities to support multiple modalities (visual, kinesthetic, etc.). Classroom teachers differentiate the process of completing tasks and skills through the use of cooperative learning activities and concept mapping, as examples. Teachers also provide rubrics when completing products, as well as modified assignments to foster success for all students.
3. Formative assessments are used to determine whether or not students are meeting the expectations for standards that have been reviewed. Students complete the district's pre-assessment in reading and math. Based on the data results, Tier II students are identified as scoring within the 60 - 69% proficiency range, and Tier III students are identified as scoring within the 0-59% proficiency range. These assessments serve as a check point that will be analyzed to pinpoint students' level of understanding. The data from formative assessments is used to provide additional small group instruction for students who are still struggling with a concept, as well as to provide extension or enrichment for those who have grasped the concept. Formative assessments are used to track and document students' progress toward achieving mastery of the Standards of Learning;
4. Teachers realize that student achievement goal setting and their instructional decisions impact student achievement and student success. This process encourages teachers to analyze their specific actions to raise their students' level of academic achievement. Weekly data meetings help to guide data-driven decision-making so that teachers are constantly analyzing data to ensure student academic success. Classroom teachers make explicit connections between their teaching and student learning. Student data allows them to continuously modify their instructional practices to increase their effectiveness and ultimately increase student achievement. The form of assessment used to create the student achievement goal provides data which reflects students who are in need of remediation and support. Students identified as struggling receive additional instruction on specific standards and skills.

## 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. Community-based organizations are closely aligned with the school's goals of improving academic achievement and improving a positive school climate. Wave City Care -improve the school's physical appearance by landscaping, provide holiday food baskets; Kiwanias Rotary Club - read to classes, gave free books; Norfolk Police Department-built relationships w/ students with the on-site Police Youth Academy; LINKS-mentor females throughout the year, served as positive role models program; Food Back Pack Program – provide meals for students in need; USS Batton – assisted with school events, served as chaperones for class trips; Elegance in Action – provided staff incentives; Gethsemane Church – donated uniforms for students in need; Daughters of Life Corporation – supported students attending a week-long summer camp; First Baptist Church South Hill – shoes and other monetary donations; League of Extraordinary Gentlemen – tutored and mentored students throughout the year; school board members & city council members - read to students and served as guest speakers; Norfolk State University football players - offered academic support to students after school.

The principal seeks to develop and maintain relationships with community stakeholders and potential partners of the Campostella Elementary School family. The principal shares her vision and mission for Campostella Elementary School and offers opportunities for partners and community stakeholders to discuss ways to collaborate and best support Campostella Elementary School. The principal meets with community stakeholders to keep them informed and involved with the transformation process and updates them on the role that the LTP will provide to improve student achievement. The aforementioned community-based organizations are aligned to the School Improvement Plan in that each entity promotes and supports increased academic achievement, builds positive relationships with families and students and community members, and builds a safe and positive school climate.

2. A.I.R. is currently our LTP through September 30, 2015. AIR will continue to serve as the LTP for the 2015-2016 school year. A Scope of Work highlights the hours and services that will be provided to the school. The LTP will provide a “needs assessment” to determine instructional needs of the school. The data garnered from the “needs assessment” is used to determine the design of professional development sessions, parental involvement programs and activities, and other social and emotional supports for students. The LTP offers leadership coaching for the school's leadership team, attends School Governance Team meetings, and assists in monitoring the school's improvement plan.

3. a) To keep parents and community members involved, the principal meets with the community stakeholders to keep them informed and involved with students' learning, the school transformation process, and the supports that the LTP provides to the school.
- b) To allow parents to give input, a plan was created by the school's transformation team to include and involve all stakeholders in the school improvement process. The plan includes the following:
- Providing valuable input to help the school choose a restructuring path that will best meet student needs
  - Informing and getting input from stakeholders who exhibit a passion and interest in the school
  - Using stakeholders who support the vision and mission to share with others in the community
  - Communicating a commitment to continue the restructuring process until all students are learning
- c) Community involvement is an ongoing commitment. The principal will continue to use multiple forums to share relevant information regarding student progress. Information to keep the community involved will continue via the monthly school newsletter, the use of Blackboard Connect, and school information flyers. As part of an ongoing process of keeping the community involved, the building administrator has met with and will continue to meet with civic league members, city council members, division leaders, community-based business partners, and parents about the transformation process. In addition, the principal and the transformation committee will use the following methods to provide ongoing progress to the community:
- Meet with human resources generalist to dialogue best practices to retain highly qualified teachers and staff
  - Conduct needs assessments to determine professional development interests
  - Meet with parents to facilitate conversations that support a model of active parent engagement; inform parents of the components of the school report card and the school parent compact
  - Share school events on the website, during parent meetings and workshops, and using Blackboard Connect

## 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. The Department of Human Resources hosts periodic job fairs to solicit the most qualified applicants. Once the applicants have been screened by HR, prospective candidates are sent to Campostella Elementary School to be interviewed by the school administrator, who then determines the grade-level based on content knowledge, endorsements, experience, and best-fit. This allows teachers to be assigned according to the school's needs, the grade level's needs, and the individual teacher's strengths and weaknesses. This process ensures that the most skilled teacher is instructing in the appropriate grade level/with the right group of students. The final decision is always made by the principal based on the best interest of students.

On an annual basis, based on formal and informal observations and based on formative and summative student achievement data, the principal assigns or reassigns teachers who have the capacity to meet the students' needs. If the need arises, and upon classroom observations and the analysis of student achievement data, the leadership may reassign teachers at the end of a nine week grading period or at the end of a semester. The practice is to regularly monitor instruction so that immediate and needed adjustments are made and so that the most skilled teachers are in front of the right group of students.

2. Administrators utilize Norfolk Public Schools' Teacher Performance Evaluation System Guidelines to adhere to the district's formal and informal observations and feedback schedule for probationary and continuing contract teachers. The principal utilizes the TalentED tool to ensure that the evaluation process is transparent. The administrative team monitors and provides feedback to teachers on their implementation of the written and taught curriculum and on their implementation of strategies garnered from professional development sessions that explicitly focus on students' performance data. The evaluation process is ongoing, beginning with a review of the teacher evaluation process during pre-service week, followed by goal setting, the mid-year evaluations to assess teachers' progress towards achieving their S.M.A.R.T. goals, and culminating with the end-of-the-year evaluations.

3. The following criteria are used to identify educators who have increased student achievement: district benchmark assessments, building benchmark assessments, and the Standards of Learning assessments. Teachers strive to increase their Tier I student groups: teachers and interventionists are asked to reduce their Tiers II and III student groups by 25% at the end of the first grading period; by an additional 25% by the end of second grading period; and by an additional 25% by the end of the third grading period. The goal is to have a minimum of 75% of the students in Tier I by the end of the third grading period while having in place the supports needed so that the students who have exited Tiers II and III will maintain their status in Tier I.

We are assured that teachers have improved academic achievement using the results from the previously mentioned assessments: district benchmark assessment, building benchmark assessments, and the Standards of Learning assessments. The assessments are analyzed to determine teachers' improvement records. Each quarter, teachers are recognized by the principal for the improvements

that they have made. Teachers and other staff are given incentives during faculty meetings, kudos during weekly principal messages, recognition on the school's marquee, and verbal praise on the morning news show.

4. Teachers who need support are identified by analyzing student academic progress, formal and informal observations, lesson plan reviews, and reviews of disciplinary referrals. Teachers are given timely and constructive feedback. Specialists and administrators plan with identified teachers, model lessons, coach, team teach, observe, provide feedback, and they continue to monitor progress. In addition, teachers who need support are assigned professional development offerings that correlate to any area of the seven domains where they demonstrate weaknesses.

5. The principal is formally evaluated and given feedback by the executive director twice annually. An evaluative rubric is supplied, completed by the principal, and revised, if needed, by the executive director for the mid-year evaluation, as well as, for the annual summative evaluation. The principal signs the evaluation, whether in agreement or not. If the principal is not in agreement, then a rebuttal statement is encouraged to be attached. In addition, throughout the year, the principal receives feedback from a school improvement staff member. This feedback is offered on a weekly basis.

6. The relationship between Lead Turnaround Partner, the state approved personnel, the division point of contact, and the principal is collegial and one of mutual respect.

One way that the relationship could be improved would be an earlier assignment of the Lead Turnaround Partner and the state approved personnel. An earlier assignment would allow more time to strengthen relationships and to collaborate on the school's mission, vision, and goals and provide instructional support needed for staff and 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. The lead team meets weekly to discuss anything related to the school improvement effort, overall strategic vision, and various assessment data, which are specific to the foundational issues that impact the improvement plan. During this time, the team works collaboratively to make all decisions that will positively affect instruction, interventions, discipline, and attendance. Before final decisions are made, opportunities are provided to share thoughts and strategies to improve student learning outcomes. In addition, input from parent meetings, civic league meetings, Shared Governance Team meetings, and School Planning Management Team meetings are a part of the decision-making process. All facets of individual information are carefully considered in final decisions.

2) Listed are a few barriers that may impede the school's success:

- a) District-level funds – There is no funding for teacher retention and incentives. The school division has not budgeted funds for teacher retention or for teacher incentives. Rather, it is the responsibility of the school principal to persuade prospective teachers to elect to work at a priority school where the work load is much greater than that of a non-priority school. Research states that money does not always guarantee a dedicated worker. However, teachers need to be incentivized to work at a priority school. The division plans explore the possibility of providing monetary incentives in an effort to recruit, retain, and incentivize highly-qualified teachers, especially in underperforming schools.
- b) Support - Lead Turnaround Partner (LTP) services did not occur in a timely manner, which prevented the Lead Turnaround Partner from providing state mandated intervention for the entire school year. The school division has determined to complete SIG applications as efficiently and as quickly as possible to expedite the assignment of the Lead Turnaround Partners. To remove this barrier, the Lead Turnaround Partner must be in place at the beginning of the school year.
- c) Personnel - The district's policy on the teacher selection process and the voluntary transfer process limits the quality of applicants that priority schools obtain and retain. The district's practice of hosting job fairs with all schools, priority schools with non-priority schools, is a very competitive atmosphere. To remove this barrier, priority schools should be given first selection of highly-qualified applicants and voluntary transfer employees.

## 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 services that should be maintained after these federal funds and supports end are the following:
  - Reading and Math Specialist positions to continue facilitating weekly planning and professional development support to identify students'/teachers' needs
  - District and school-level professional development based on school initiatives and teacher performance and content knowledge aligned to student performance
  - Continue with making data-driven decisions that drive student achievement
2. The school and division will prepare for the phasing out of funds, supports, and services by continuing to provide support through the Executive Director, the senior coordinators, the services offered by the Response to Intervention (RTI) interventionists, holding monthly Shared Governance Team/Shared Leadership Team meetings, using the distributed leadership structures (administrative and school leadership teams), supporting the needed adjustments on the School Improvement Plan, and by building the capacity of the teachers and leaders in the building. Consistent monitoring of instruction will serve to build upon the expertise and performance of teachers and the principals as the division works to maintain an academically

rich, structured, and safe school environment that will translate to increased academic achievement at Campostella, independent of additional funds and independent of the division's Office of School Turnaround and Improvement staff.

3) Supports from the state that would be the most helpful as these federal funds end include the following:

- Funding to assist the school to maintain technology upgrades
- Virginia Department of Education sponsored technical assistance workshops, webinars, and internet resources to build teacher and leadership capacity
- Research-based strategies for recruiting, hiring, and retaining highly-qualified teachers in priority schools

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

### Reading/Language Arts

| Year        | All Students | Gap Group 1 | Gap Group 2 | Gap Group 3 | Economically Disadvantaged | Limited English Proficiency | Students with Disabilities | White |
|-------------|--------------|-------------|-------------|-------------|----------------------------|-----------------------------|----------------------------|-------|
| 2014 - 2015 | 26.56%       | 26%         | 26%         | TS          | 26.13%                     | TS                          | 21.27%                     | N/A   |
| 2013 - 2014 | 33.71%       | 33%         | 33%         | TS          | 33.33%                     | TS                          | 20%                        | TS    |
| 2012 - 2013 | 78.78%       | 79%         | 79%         | TS          | 79.06%                     | TS                          | TS                         | TS    |

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| <b>Math</b> |              |             |             |             |                            |                             |                            |       |
|-------------|--------------|-------------|-------------|-------------|----------------------------|-----------------------------|----------------------------|-------|
| Year        | All Students | Gap Group 1 | Gap Group 2 | Gap Group 3 | Economically Disadvantaged | Limited English Proficiency | Students with Disabilities | White |
| 2014 - 2015 | 27.13%       | 27%         | 26%         | TS          | 26.71%                     | TS                          | 15.21%                     | N/A   |
| 2013 - 2014 | 21.96%       | 21%         | 22%         | TS          | 21.42%                     | TS                          | 10.25%                     | TS    |
| 2012 - 2013 | 39.06%       | 39%         | 38%         | TS          | 39.20%                     | TS                          | TS                         | TS    |

(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.*

For the 2014-2015 school year, all students were required to attend school for 68,580 minutes. The increased learning time of 1,260 minutes was reflected in the RISE! after-school tutoring program. Additional increased learning time of 1,800 minutes was reflected in the From One Hand to Another summer program. The total increased learning time 3,060 minutes. During the 2015-2016 school year and contingent upon approval, an additional 4,320 minutes will be added as after school, increased learning time.

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

|                                    |     |
|------------------------------------|-----|
| <b>Total Enrollment:</b>           | 675 |
| <b>Male:</b>                       | 339 |
| <b>Female:</b>                     | 336 |
| <b>Asian:</b>                      | 0   |
| <b>Black:</b>                      | 645 |
| <b>Hispanic:</b>                   | 16  |
| <b>White:</b>                      | 2   |
| <b>Students with Disabilities:</b> | 81  |
| <b>English Language Learners:</b>  | 0   |
| <b>Economically Disadvantaged:</b> | 589 |
| <b>Migrant:</b>                    | 0   |
| <b>Homeless:</b>                   | 0   |

(The homeless status is reflected in the student information system.)

(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).*

**Area 1: Reading**

Grade 3 annual reading scores (75, 41, 21) demonstrated a steady decline; however, 2015-16 preliminary score for 5<sup>th</sup> grade reading (33) shows a double-digit increase of 12 percentage points.

Grade 4 annual reading scores (83, 25, 29) exhibited a decline with a slight 4% increase. The 2015-16 preliminary score for 4<sup>th</sup> grade reading (47) reflects an improvement of 18 percentage points.

Grade 5 annual reading scores (79, 35, 30) demonstrate a steady decline similar to that of Grade 3; however, the 2015-16 preliminary score for 5<sup>th</sup> grade reading (52) exhibits an increase of 22 percentage points.

**Area 2: Mathematics**

Grade 3 annual mathematics scores (43, 22, 17) showed a low pass rate. The 2015-16 preliminary score for Grade 3 math (43) shows an increase of 26 percentage points.

Grade 4 annual mathematics scores (35, 16, 31) exhibited fluctuating low pass rates. The 2015-16 preliminary score for Grade 4 math (49) exhibits an increase of 18 percentage points.

Grade 5 annual mathematics scores (39, 29, 35) demonstrated low pass rates, with a slight increase of 6 percentage points. The 2015-16 preliminary score (62) demonstrate a marked increase of 27 percentage points.

- (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.

1. Campostella Elementary School is located in the building formerly known as J. J. Robert Parks Elementary School, which was built in 1964.
2. Campostella Elementary School currently has 22 classrooms with five mobile units. Ten classrooms are located on the second floor of the building, with 12 classrooms downstairs. There are ten restrooms throughout the building. Additionally, Campostella Elementary School is not handicapped accessible. PreK-1<sup>st</sup> grade students are housed at the Berkley Early Childhood Center in approximately ten mobile units and 5 classes housed inside the building.
3. 1-Library Media Center measuring  $52\text{ ft }9^{1/2}\text{ in} \times 23\text{ ft }9^{1/2}\text{ in}$

The media center holds six student tables, an area for eight desktops, TV/VCR for the morning news station, and an office workspace.

4. 1-Cafetorium-café/auditorium combo measuring  $68\text{ ft} \times 56\text{ ft }11\text{ in}$

One serving line serves 589, 2-5<sup>th</sup> grade students. The cafetorium holds 22 tables and seats 22 students per table. The cafetorium houses a stage.

5. 1-Physical Education Room measuring *56ft 7 in x 30ft*  
Currently the gymnasium holds one class at a time and due to size constraints, they are limited to the types of physical education activities which can be performed. Students also utilize the area outside the building for physical education and recess.

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

The types of technology available to students include desktop and laptop computers as well as laptop carts. Technology available to instructional staff includes desktop and laptop computers and mini iPads. Technology (SMARTboards, a laptop cart, one Elmo, one LCD projectors, and one printer) is used in classrooms to enhance lessons and to provide students with real-world exposure while using current 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:     | 49                 | 98%                        |
| Teachers Not Highly Qualified: | 1                  | 2%                         |

**SET 2:**

| Category  | Number of Teachers | Percentage of All Teachers |
|---|--------------------|----------------------------|
| Teachers with Less Than 3 Years in Grade/Subject: | 3                  | 6%                         |
| Number of Teachers with a Provisional License:    | 1                  | 2%                         |

(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)).

6 teachers  
Grade 1- 2 teachers

Grade 2- 2 teachers  
Grade 3- 1 teacher  
Grade 4- 1 teacher

(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 | #<br>Instructional<br>Staff | Years | #<br>Instructional<br>Staff | Years | #<br>Instructional<br>Staff |
|-------|-----------------------------|-------|-----------------------------|-------|-----------------------------|
| 0     |                             | 13    |                             | 26    |                             |
| 1     |                             | 14    | 1                           | 27    |                             |
| 2     | 5                           | 15    |                             | 28    |                             |
| 3     | 6                           | 16    |                             | 29    |                             |
| 4     | 4                           | 17    | 3                           | 30    |                             |
| 5     |                             | 18    |                             | 31    | 1                           |
| 6     | 3                           | 19    | 1                           | 32    |                             |
| 7     | 3                           | 20    | 1                           | 33    |                             |
| 8     | 2                           | 21    | 1                           | 34    |                             |
| 9     |                             | 22    | 1                           | 35    |                             |
| 10    | 4                           | 23    |                             | 36    | 1                           |
| 11    | 1                           | 24    | 2                           |       |                             |
| 12    | 2                           | 25    | 2                           |       |                             |

(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<br>Teaching Days    | Total # of Days<br>Worked   | Teacher<br>Attendance Rate |
|--------------------------------|-----------------------------|----------------------------|
| 180 x 47<br>teachers=<br>8,460 | 169 x 47<br>teachers= 7,943 | 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 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.

1. The LEA determined that all external providers would be selected from the approved VDOE list. This process was selected because the LEA is intent on using the providers, vetted by the VDOE.
  - (a) The LEA convened prior to the 2013-2014 school year to review the LTP's available to serve the schools. Based on the ability to serve the students of Campostella Elementary School, the ability to coach the faculty on improved instructional strategies, the ability to critically analyze data and offer coaching and improvement strategies to the leadership team, and based on the amount of professional development opportunities offered to the faculty and staff, it was determined that the services offered by the current LTP was worth continuing.
  - (b) During the 2013-2014 school year, the LEA worked collaboratively with the school to select the LTP. Campostella Elementary School attended a webinar, where we took copious notes regarding the needs of the school and the capacity of the LTP to serve Campostella Elementary. We then selected three LTP's for the LEA contact and Campostella Elementary to interview before making a final determination.
  - (c) Campostella Elementary School then shared the options with the faculty, staff, and families and allowed them to give input. Once a consensus was reached, the selection was forwarded to the executive director of elementary schools. Throughout the school year, parents and other community stakeholders will continue to receive updates on the selection of a LTP and program/progress updates.

AIR was selected during the Spring of 2014 and will continue to support Campostella during the 2015-2016 school year. The Lead Turnaround Partner maintains ongoing communication with the LEA and the school-level staff. Additionally, the LTP provides monthly updates/status reports during SGT and Leadership team meetings. Also, they participate in data team meetings and attend All VDOE technical assistance sessions to ensure their alignment with all school improvement efforts.

- (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.**

The division has the capacity to support Campostella Elementary School as a priority school. The division's school improvement team consists of members from all central administration departments including the Office of School Turnaround and Improvement. The OSTI staff is present in the school on a weekly basis to offer support to the administration, the leadership team, and to the teachers. On a monthly basis, the team participates in SGT meetings with the school teams, the Lead Turnaround Partner, and the VDOE liaison. In addition, the Lead Turnaround Partner and Executive Directors maintain ongoing communications with building administrators to ensure that support is provided in all identified areas of need.

Parent liaisons have been instituted at the elementary school level to engage the school community with substantial emphasis in parental engagement. Specifically, these liaisons (in collaboration with school leadership), inform parents of the design and implementation of the interventions. Surveys are also used to provide and to give families opportunities for input. Additionally, the division has developed three division-wide Parent Universities to support this process.

Each school is allotted funds to research and design interventions to support safety nets and enrichments. Schools must submit a plan and is expected to implement that plan throughout the school year. Safety net funding may be used to support all efforts that are provided during the school day and during all extended learning opportunities.

Each school has developed and will present their master schedule to their appropriate executive director and OSTI staff member for review and adjustments where needed. The master schedule is required to allocate time and resources for interventions during the day. These interventions are monitored monthly to determine their level of effectiveness.

The Internal Lead Partner, the OSTI staff members, and central administration department staff participate in all VDOE required Technical Assistance trainings and webinars.

Extensive discussions have been held with all stakeholders to build capacity and to implement the transformation model with fidelity. Analysis of data and division-wide initiatives has led to the selection of the Transformation Model as the best fit for the school. School leadership support has also been realigned to provide four executive directors and OSTI staff members to support school improvement efforts.

- (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.

School and division level administrators attend all VDOE School Improvement meetings and maintain on-going communication to prepare for the intervention model. School-level staff and division-level administrators participate in monthly Shared Governance Team (SGT) meetings to review various data sets, conduct classroom observations, align resources as needed, and receive support updates from the Lead Turnaround Partner. Our division leadership team meets (with our VDOE liaison) to discuss all school improvement efforts, monitor Indistar plans, and identify schools in need of additional support.

A timeline for implementation of the transformation components follow:

- Our timeline follows a continuous cycle each year. During the summer, various data sets are reviewed; collaborative meetings are held with school and division level members, LTP, and VDOE staff to discuss next steps and improvement efforts. Once school starts, on a monthly basis, various planning and implementation meetings are held that include: updating our improvement plan, reviewing data sets, classroom observations, VDOE Technical Assistance sessions, school board presentations, LTP collaborative sessions and support, etc. The OSTI staff will provide on-going support in all areas.
- NPS ensures that the current principal has not been in place longer than three years. If this is the case, upon notification that the school has become a priority school, the principal is notified that he or she may be reassigned to other position. To fill the vacancy by the reassignment the position is posted, a pool is identified, interviews are conducted, and a new principal is assigned. If the current principal has been in place for less than three years, upon notification that the school has been identified as priority, training is provided by VDOE OSI related to the priority status. NPS supports the development of implementation of the school improvement plan by assigning an OSTI school administrator to the school. Additional leadership development for the turnaround effort is outlined in the Lead Turnaround Partners statement of work.
- The Lead Turnaround Partner conducts a “needs assessment” to determine areas of focus and to develop a scope of work. The principal, the LTP, and division leaders meet to collaboratively establish goals that would lead toward rapid improvement. September begins the big push toward designing lesson plans that intentionally address the key components of the curriculum such that Tier I instruction is highly effective.
- A rigorous educator evaluation system has been implemented. All teachers are notified of their evaluation status: informal or formal. Teachers are also notified in September of the number of formal evaluations that will be conducted. In between these formal evaluations (in October and throughout the year), focus walks and informal observations are conducted. If concerns about performance arise, the building principal also has the option to confer with the

professional review board for advice and for professional development opportunities that will help increase their knowledge on how to collect documentation to support any concerns regarding teaching staff. On a quarterly basis, tangible and intangible rewards are awarded to teachers who make academic growth.

- Throughout the school year, NPS makes every effort to ensure that the staff placed in priority schools is highly-qualified and possess the skills necessary to meet the needs of the students in the school. If staff members are deemed ineffective, they are provided support through professional development from building administrators, OSTI staff, LTP and other key-division personnel. Although the district has not implemented monetary incentives, non-monetary incentives have been used such as offering various opportunities for advancement to include interventionist and specialist positions. Monetary incentives have been provided to principals working in priority schools.
- By mid-September, Campostella Elementary School begins weekly meetings to address the transformation initiatives. Data from monthly formative assessments, data from quarterly benchmark assessments, attendance data, and discipline data are promptly analyzed and progress monitoring ensues. Shared Governance Team meetings begin in October with a focus on the school's goals, and school improvement plans are created and uploaded to Indistar. Progress toward established intermediary goals is a key part of the discussions. Where there are shortfalls, district support is immediately provided. Form B assessments become a key part of the teaching and learning process. In addition, monitoring of intervention groups is a critical part of determining whether students are grasping the concepts that they previously missed.
- Extended learning opportunities were made available all throughout the year. Campostella implements a comprehensive data-driven instructional program. At the beginning of the school year, students are assessed with a universal screener to determine tier placement. The universal screener also helps teachers in planning lessons to ensure that individual student needs are met. Standards based instruction is delivered to all students, and students are formatively assessed daily. Remediation and enrichment lessons are provided to students before school with teachers, during with retired teachers or tutors, and after school with teachers and school partners. Data is reviewed weekly to determine professional development efforts. Parents are encouraged to support the cycle of improvement by volunteering during schools hours, reading to their child, and assisting with homework. Additional learning opportunities are provided during the summer for students not meeting objectives.
- School leaders, division leaders, and the LTP continue to monitor progress. All school data continue to be monitored with a focus on Tier I, II, and III instruction. The STAR assessment is once again administered to determine growth.
- School leaders, division leaders, and the LTP continue to monitor instruction, analyze data, implement varied research-based strategies, and monitor the response to intervention.

All stakeholders have been informed of priority status. Also, the LTP will report out monthly during Shared Governance Team/Shared Leadership Team meetings and provide quarterly reports.

Additionally, monthly meetings between building level administration and the LTP will occur. School and division-level staff will meet with the Lead Turnaround Partners to ensure that they are fully and

effectively supporting the schools' implementation of the Transformation Model. OSTI members along with the building administration will monitor and observe the LTP regularly and meet to have discussions about progress and concerns bi-weekly. The LTP has agreed to provide weekly schedules, and areas of focus that will be addressed, which will assist in the LEA in being able to hold them accountable. Quarterly meetings will be held with the principal, chief academic officer, LTP, and OSTI members. During these meetings it will be required for the scope of work to be reviewed and discuss the progress of the LTP and any adjustments that may need to be made.

- (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. | N/A |
| 2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.                    | N/A |

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|   |     |
|---|-----|
| 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).                                   | N/A |
| 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. | N/A |

## 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.

**SEE ATTACHEMENT A  
at the end of the document**

## 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

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](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](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](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):** Norfolk Public Schools

**Priority School:** Campostella Elementary

**Principal’s Typed Name:** Dr. Rhonda Ambrose

**Principal’s Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Superintendent’s Typed Name:** Dr. Michael E. Thornton

**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  | <a href="http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml">http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml</a> |
| NCES   | <a href="http://nces.ed.gov/ccd/schoolsearch/">http://nces.ed.gov/ccd/schoolsearch/</a>   |
| State Contract Award   | <a href="http://www.doe.virginia.gov/school_finance/procurement/index.shtml">http://www.doe.virginia.gov/school_finance/procurement/index.shtml</a>   |
| Indirect Rate Memo<br>Superintendent’s Memo #023-14, “Changes for the 2013-14 Annual School Report-Financial Section.” | <a href="http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml">http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml</a>           |
| The indirect cost rate is based on the rate for the LEA  | <a href="http://www.doe.virginia.gov/school_finance/budget/">http://www.doe.virginia.gov/school_finance/budget/</a>   |
| Virginia Early Warning System (VEWS)   | <a href="http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml">http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml</a> |
| Beverly Rabil, Director<br>(804) 786-1062  | <a href="mailto:beverly.rabil@doe.virginia.gov">beverly.rabil@doe.virginia.gov</a>  |
| Kristi Bond, ESEA Lead Coordinator<br>(804) 371-2681   | <a href="mailto:kristi.bond@doe.virginia.gov">kristi.bond@doe.virginia.gov</a>  |
| Natalie Halloran, ESEA Lead Coordinator<br>(804) 786-1062  | <a href="mailto:natalie.halloran@doe.virginia.gov">natalie.halloran@doe.virginia.gov</a>  |



Virginia Department of Education  
Office of School Improvement  
LEA Application for School Improvement Grant Funds

BUDGET SUMMARY FOR: Campostella 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    | \$ 31,793.26          | \$ -                  | \$ -                  | \$ 31,793.26              |
| 2000         | Employee Benefits    | \$ 10,139.63          | \$ -                  | \$ -                  | \$ 10,139.63              |
| 3000         | Purchased Services   | \$ 304,650.00         | \$ -                  | \$ -                  | \$ 304,650.00             |
| 4000         | Internal Services    | \$ -                  | \$ -                  | \$ -                  | \$ -                      |
| 5000         | Other Charges        | \$ 9,155.05           | \$ -                  | \$ -                  | \$ 9,155.05               |
| 6000         | Supplies & Materials | \$ -                  | \$ -                  | \$ -                  | \$ -                      |
| 8000         | Capital Outlay       | \$ -                  | \$ -                  | \$ -                  | \$ -                      |
| <b>Total</b> |                      | <b>\$ 355,737.94</b>  | <b>\$ -</b>           | <b>\$ -</b>           | <b>\$ 355,737.94</b>      |

# School Improvement Grant Application

School Year 2015-2016

Budget Request for: Campostella 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 |
|---|--|------------------------|---------------------------|---------------------------|---------------------------|
| Office of School Turnaround and Improvement (OSTI) Staff Member | Partial funding of one OSTI staff member is being requested to help facilitate the reform efforts and serve as a liaison between the school and VDOE. This position is split funded between 3 priority schools (Lake Taylor Middle School, Chesterfield Elementary School, and Campostella Elementary School). This employee will dedicate 1/3 of their 82% of their time and effort to each of the schools. This OSTI member will assist in the development and implementation of interventions, provide on-going feedback through observations and focus walks, and assist in reviewing the instructional program particularly in the areas of mathematics and reading. By attending and participating in school data meetings, this staff member can provide key input into the continuous improvement efforts. | \$ 31,793.26           |                           |                           | \$ 31,793.26              |
|   |  |                        |                           |                           | \$ -                      |
|   |  |                        |                           |                           | \$ -                      |

|                           |  |              |      |      |              |
|---------------------------|--|--------------|------|------|--------------|
|                           |  |              |      |      | \$ -         |
|                           |  |              |      |      | \$ -         |
| <b>Total Compensation</b> |  | \$ 31,793.26 | \$ - | \$ - | \$ 31,793.26 |

**Personal Services supported from other funding sources:**

*Ex. K-5 Reading Specialist @ \$65K/yr (Title I)*  
**Insert response here: Title I (Federal Funds) \$282,890. Title I supports 3 Interventionist, 1 Parent Liaison, 2 Teacher Assistants, 1 Pre-K 3 Teacher, and 1 Pre-K 3 Teacher Assistant.**

**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 |
|--|--|------------------------|---------------------------|---------------------------|---------------------------|
| Fringes for OSTI staff member                                  | To cover the cost of fringes and benefits (FICA, VRS RET, Health Insurance, VRS Group Insurance) for a OSTI staff member. Based on currently benefit elections \$30,418.90 (82% of the annual benefits of the employee) / 3(number of priority schools) = \$10,139.63 (annual amount allocated to each of the priority schools). | \$ 10,139.63           |                           |                           | \$ 10,139.63              |
|  |  |                        |                           |                           | \$ -                      |
|  |  |                        |                           |                           | \$ -                      |
|  |  |                        |                           |                           | \$ -                      |
|  |  |                        |                           |                           | \$ -                      |
| <b>Total Employee Benefits</b>                                 |  | \$ 10,139.63           | \$ -                      | \$ -                      | \$ 10,139.63              |
| <b>Employee Benefits supported from other funding sources:</b> | <b>Insert response here:</b> Title I (Federal Funds) \$151,461. Benefit elections for those contract Title I positions. Social Security / Medicare, VRS Retirement, Health Insurance, VRS Group, VRS HealthCare Credit   |                        |                           |                           |                           |

**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 |
|--|---|------------------------|---------------------------|---------------------------|---------------------------|
| Lead Turnaround Partner  | In accordance with the approved SOW, the LTP (American Institute for Research-AIR) will work 32 hrs per week. The number of students enrolled is 675. The base unit price for the LTP is \$418.00. The number of months included in the scope of work is 12.  | \$ 282,150.00          |                           |                           | \$ 282,150.00             |
| OSI approved Personnel   | Tasks for the OSI approved personnel (VDOE contractor) include the following : orientation, report completion and data review, and continuous monitoring of the alignment of the division, LTP (AIR), and the school. OSI approved personnel will work approximately 30 hours monthly X a rate of \$61.13 per hour plus travel. | \$ 22,500.00           |                           |                           | \$ 22,500.00              |
|  |   |                        |                           |                           | \$ -                      |
|  |   |                        |                           |                           | \$ -                      |
|  |   |                        |                           |                           | \$ -                      |
| <b>Total Purchased Services</b>  |   | <b>\$ 304,650.00</b>   | <b>\$ -</b>               | <b>\$ -</b>               | <b>\$ 304,650.00</b>      |
| <b><u>Purchased Services supported from other funding sources:</u></b> | <b>Insert response here: Title I (Federal Funds) \$134,407. Title I funds allocated to support equipment installation, and in-house field trips for students.</b>   |                        |                           |                           |                           |

**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 |
|--|---|------------------------|---------------------------|---------------------------|---------------------------|
|  |   |                        |                           |                           | \$ -                      |
| <b>Total Internal Services</b>                                       |   | \$ -                   | \$ -                      | \$ -                      | \$ -                      |
| <u>Internal Services</u><br>supported from other<br>funding sources: | Insert response here: Title I funds used to support student transportation to and from field trips. \$4,026 |                        |                           |                           |                           |

**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 |
|---|--|------------------------|---------------------------|---------------------------|---------------------------|
| Indirect Costs                                | Indirect Costs: \$31,793.26 (OC 1000) + \$10,139.63 (OC 2000) + \$304,650 (OC 3000) + \$5,000 (OC 5000) = \$351,582.89<br>$\$351,582.89 \text{ (TOTAL EXPENSES)} - \$282,150 \text{ (LTP)} = \$69,432.89 \text{ X IDC rate of } 4.4\% = \$3,055.05 + \text{IDC on the first } \$25\text{K of the LTP} = \$1,100.00 = \text{Total IDC of } \$4,155.05.$   | \$ 4,155.05            |                           |                           | \$ 4,155.05               |
| OSI Staff Required Travel                     | VDOE & School Improvement related travel expenses for OSTI Staff and key building and division level leaders. This travel request will include mandatory technical assistance trainings, meetings and presentations. Attendance and participation in these trainings and meetings will provide additional support to ensure that the school improvement model is being implemented with fidelity, particularly in the areas of reading and mathematics. We estimate Norfolk Public School will travel 206.36 miles round trip per visit to attend OSI required trainings, technical assistance, and presentations at a mileage rate of .575. We estimate that Norfolk Public Schools OSTI Staff will attend 5 meetings, School Principal will attend 5 meeting, School Assistant Principal will attend 2 meetings, and potentially the School Leadership(4 Core Content Department Chairs) will attend 2 meetings. $206.36 \text{ (estimated number of miles round trip)} \times .575 \text{ (approved mileage rate)} = \$118.65 \text{ allowable amount per trip. } \$118.65 \text{ (allowable amount per trip)} \times 18 \text{ (total number of trips)} = \$2,135.70.$ | \$ 2,135.70            |                           |                           | \$ 2,135.70               |
| Professional Development for Priority Schools | Approximately \$1,432.15, will be used for registration, travel, meals, and lodging for 1 OSTI Staff Member, and School Principal to attend ASCD. Approximately \$1,432.15, will be used for registration, travel, meals, and lodging for 1 OSTI Staff Member, and School Principal to attend Model School Conference.   | \$ 2,864.30            |                           |                           | \$ 2,864.30               |
|   |  |                        |                           |                           | \$ -                      |

|  |  |             |      |      |             |
|--|--|-------------|------|------|-------------|
|  |  |             |      |      | \$ -        |
| <b>Total Other Charges</b>                                 |  | \$ 9,155.05 | \$ - | \$ - | \$ 9,155.05 |
| <b>Other Charges supported from other funding sources:</b> | <b>Insert response here:</b> Title I (Federal Funds) \$99,818. Title I funds are used for travel related expenses such as meals, lodging, transportation, and registration for professional development opportunities. |             |      |      |             |

**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 |
|---|--|------------------------|---------------------------|---------------------------|---------------------------|
|   |  |                        |                           |                           | \$ -                      |
|   |  |                        |                           |                           | \$ -                      |
|   |  |                        |                           |                           | \$ -                      |
|   |  |                        |                           |                           | \$ -                      |
|   |  |                        |                           |                           | \$ -                      |
| <b>Total Supplies</b>   |  | \$ -                   | \$ -                      | \$ -                      | \$ -                      |
| <b>Materials/Supplies supported from other funding sources:</b> | Insert response here: Title I funds are used for general office supplies, instructional supplies, and technology. \$224,616. |                        |                           |                           |                           |

**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 |
|---|------------------------------|------------------------|---------------------------|---------------------------|---------------------------|
|   |                              |                        |                           |                           | \$ -                      |
|   |                              |                        |                           |                           | \$ -                      |
|   |                              |                        |                           |                           | \$ -                      |
|   |                              |                        |                           |                           | \$ -                      |
|   |                              |                        |                           |                           | \$ -                      |
| <b>Total Capital Outlay</b>                                 |                              | \$ -                   | \$ -                      | \$ -                      | \$ -                      |
| <b>Capital Outlay supported from other funding sources:</b> | 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](mailto:kristi.bond@doe.virginia.gov)
- Natalie Halloran, ESEA Lead Coordinator at [natalie.halloran@doe.virginia.gov](mailto: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:** Norfolk Public Schools

**Contact Name:** Dr. Kipp Rogers **Phone:** 757-628-3834

**Address:** 800 E. City Hall Ave **Email:** krogers@nps.k12.va.us  
Norfolk, VA 23510

### Priority School Information

**School Name:** Jacox Elementary **Cohort:** IV

**Principal Name:** Mr. Rohan Cumberbatch-Smith **Phone:** 757-628-2433

**Address:** 1300 Marshall Ave **Email:** rsmith50@nps.k12.va.us  
Norfolk, VA 23504

**NCES #:** 510267001101

**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 (TA01, TA02, TA03)

Jacox Elementary students will increase achievement in mathematics by a minimum of 11 percentage points. This will be an increase from 59% to 70% (or higher) as evidenced by an increase in the percentage of students meeting the 70% AMO for ALL students on May 2016 mathematics SOL.

#### Goal 2 (TA01, TA02, TA03)

Jacox Elementary students will increase achievement in reading by a minimum of 15 percentage points. This will be an increase from 42% to 57% (or higher) as evidenced by an increase in the percentage of students attempting to meet or exceed the 75% AMO for ALL students on May 2016 reading SOL.

#### Goal 3 (J3, J5, TA01, TA02, TA03)

Jacox Elementary will decrease the number of out of school suspensions by at least 25% from 181 out of school suspensions to 135 as evidenced by the school's 2015-2016, year-end discipline report.

### 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 school continues to provide a warm, welcoming feeling. The office staff provides positive customer service to everyone and student work is posted along with informative school information that promotes a sense of urgency to student achievement. School administrators and all staff members model the importance of functioning as a positive unit. We communicate the importance of maintaining a supportive, nurturing, safe, and secure building for all stakeholders. The climate of the building has changed in that we have spent the greater part of the 2014-2015 school year working on implementing Positive Behavior Interventions and Supports (PBIS) with a focus on changing the adult behaviors and setting clear expectations. Each morning to accommodate the 100% of our students eating breakfast and to reduce the amount of interactions students have with each other before the start of instruction, teachers and administrators are consistently at specific duty stations to provide maximum supervision. We continue to work on being more welcoming and nurturing for our clients, parents and students. Parents are more open to discussions and are less confrontational.
- (2) Shared decision-making and positive proactive communication have been the most successful strategies in improving school climate. Through the use of a monthly newsletter, weekly staff updates, and daily school announcements, parents, staff, and students receive frequent reminders regarding expectations and school events. We have implemented several extracurricular activities to engage our students and parents to build a sense of school pride. The extracurricular activities compliment the academic support and ensure our students and parents feel supported academically, socially, and emotionally. The increased school and parent interactions help us to build trusting relationships. Additionally, the staff at Jacox works with several outside agencies and partners to provide our families with the necessary support for family success.
- (3) Our climate building activities have yielded positive results because family participation in all school events continues to increase and improve. Many of our parents still struggle with the demands of financially providing for their children and need school assistance in order to make education a priority in their home. In the fall of 2014, we implemented a week long school visitation schedule to allow parents the opportunity to visit their child's class for an instructional block. The idea was that this would provide parents an insight into what goes on inside the classroom and building on a typical school day. It was also believed that this window would strengthen the trust and conversation between the school and home. However, of the over 700 students enrolled at the time, only 74 parents visited over the week long opportunity. Several afterschool opportunities to increase parental involvement were also unsuccessful.
- (4) One barrier to the further improving the school climate is a cultural view of aggressive behaviors coming from the community. Negative and aggressive student interactions continue to be something to monitor, and Jacox continues to work towards providing alternatives. Implementation of Positive Behavior Interventions and Supports (PBIS) will be used in these improvement areas. Another barrier is parent involvement. Jacox is working on several opportunities such as working with community partners to hold events off site, advertising and promoting school events, and providing refreshments. The last barrier to continued improvement of the school climate is the teacher morale.

### 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) Input is solicited from school staff via various meetings. The principal exercises an open door policy and teachers are encouraged to offer suggestions for school wide improvement. Teachers also have opportunities to provide input during weekly grade level planning/staff development and weekly data meeting. Additional opportunities for input are available during monthly faculty meetings, vertical team meetings, school improvement team meetings, instructional team meetings, and school leadership meetings. Professional development is offered twice a week and additional opportunities are available on an as needed basis. Surveys are administered intermittently throughout the school year. Agendas and meeting minutes are recorded from each team meeting and stored. Teachers are recognized and rewarded for input and great suggestions during meetings and weekly reminder notices. Additionally, input is solicited from stakeholders during monthly meetings. PTA meetings and Partnership meetings are held monthly to interact with all community stakeholders. The school provides stakeholders with Open-House, Blackboard phone calls, monthly newsletters, civic league meetings, parent workshops, networking events, marquee communication, school and district websites, student agendas, e-mails, and PTA bulletin boards/flyers. The Parent Engagement Liaison, Guidance Counselor, Office Manager, School Data Support Specialist, Teachers, and Administrators correspond with parents daily on pertinent issues involving the teaching /learning process and updates on the school improvement plan.
- (2) Decisions are communicated with all staff and stakeholders through weekly staff messages, parent phone calls, grade level planning, faculty meetings, emails, school announcements, and ongoing communication with administration.
- (3) Responsibilities are divided based on staff members' endorsements, expertise, depth of knowledge, and strengths. Teacher specialists provide teachers with needed staff development based on data. Teachers are encouraged and provided opportunities to develop leadership skills and take on leadership roles by sharing instructional best practices. Teachers are also assigned to vertical teams to engage in data discussions and instructional strategy discussions around student performance, curriculum alignment, and instructional practices. The instructional team meet weekly to review and analyze student data and to create instructional strategies to be implemented. The school leadership team monitors instruction and meets weekly to engage in data analysis with regards to academic data, attendance data, and discipline data. The shared governance team meets monthly to monitor the school improvement plan, to offer research-based strategies, and to offer support and resources.

- (4) New strategies or practices are monitored weekly. Strategies and practices are analyzed during weekly grade level planning and data meetings. Teacher specialists from the school and district participate in grade level meetings to provide direct instructional support for improving Tier I instruction, while providing support for tier II and III students. Instructional strategies are also developed, shared, and analyzed during monthly vertical team meetings. The members of the school governance team, which consist of state, district, principal and school-level instructional team members, meeting monthly to discuss, collaborate, and plan next steps which support student achievement, increasing teachers' capacity through planning, and delivery of instruction. Unsuccessful strategies and practices are adjusted or eliminated.

#### 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) Students are identified as needing additional support in reading and math per state, district, and school level assessments. For the 2015-2016 school year, Jacox Elementary will continue to administer a universal screener (STAR reading/math) to identify Tier II and Tier III students who will require additional intervention in reading and math. Students complete the NPS District Pre-Assessment in reading and math. Based on the data results, Tier II students were identified as scoring within the 60 - 69% proficiency range and Tier III students scoring within the 0-59% proficiency range. All tier 3 students are required to have a profile sheet showing a brief academic history of the child, all interventions provided, and the academic impact.
- Students in grades 3-5 completed the NPS District Pre-Assessment in reading and math.
  - Teachers administer the PALS assessment to Kindergarten students.
  - Teachers administer the Math Progress Monitoring Assessment in grades K - 2.
  - Teachers administer monthly building level common formative assessments as an ongoing progress monitoring method along with daily and weekly review quizzes to monitor interventions.
- (2) Teachers differentiate learning for students by process, product, and content and provide students with flexible groups and individualized instruction. Researched-based strategies are used to meet the needs of all learners. Teachers provide instruction in whole groups and small flexible groups. The small flexible groups provide additional opportunities for teachers to address deficits in content and skills. The small groups are also used to provide students with enrichment and extension activities.
- (3) Formative assessments are used daily and weekly to identify the effectiveness of intervention,

identify students that require additional tiered instruction, and identify areas of instructional need. Results from formative assessments are used to develop tiered instruction and plan staff development. During weekly grade level data meetings, formative assessments are reviewed and student results are evaluated to determine interventions. To address specific needs of Tier 3 students (scoring 0-59), Tier 3 is divided into three additional levels. Tier 3 level one are students scoring in the top tier of level three scoring between (50-59), tier 3 level two, scoring between 35-50, tier 3 level three are scoring between (0-34). This is being done because the level of supports need to be varied because interventions will need to be differentiated accordingly.

- (4) Student achievement goal-setting directly impacts classroom instruction by focusing data - driven lesson planning, delivery and differentiation of instruction, and assessment. Teachers implement the data-driven-decision-making process to ensure that lesson-planning, delivery of instruction, and assessments support student achievement. Weekly data meetings are used to gauge instructional approaches, modifications, professional development needs, and interventions to meet the school's goals.

## 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) Jacox Elementary maintains partnerships with The Norfolk Police Department, Life Enrichment Center, The Continental Society, Therapeutic Day Treatment Services, Junior Achievement, Jacox PTA, Huntersville Recreation Center, Kappas of Norfolk, Norfolk State University, Garden of Hope/Gethsemane, 103 Jamz, Theresa Brown, Freemason Street Baptist Church and The Attucks Theater. Our partners provide students with extra support via mentoring, tutoring, school supplies, school uniforms, clothes, food, and monetary support to create unique programs. The support is directly aligned to our School Improvement Plan because the additional tutors and mentors improve student achievement. The extra-curricular activities help build positive relationships with parents and increase parental involvement in the school. The partners also serve as community stakeholders and participate in developing a positive school climate.
- (2) Jacox will continue to use Pearson as the Lead Turnaround Partner. Pearson's solution to support our school is designed to address all seven turnaround principles outlined by the VDOE and is also aligned with our goals of increased pass rates in reading and in math. One

additional goal is to increase the number of students identified as Tier I, based on the Norfolk Public Schools universal screen assessment. In order to support the goals of Jacox in reading and math, Pearson is going to provide support to the teachers through modeling of best practice strategies, co-teaching, planning, observations with feedback and job embedded professional development. Support will be provided in the following areas: (1) standards aligned curriculum, (2) high performance leadership management and organization,(3) instruction, (4) assessment data-driven decisions, (5) strengthen student engagement, and (6) sustainability for continuing improvement.

- (3) Parental involvement is a key component of all interventions. Parents will be informed of all interventions, before and after school remediation and enrichment programs, and online learning resources. Parents will also be informed and involved in the design and implementation of the interventions, and given opportunities for input through a focus and vision planning session on July 30 2015. During this session the principal and the instructional team will meet with community members, parents, and partners to solicit input on executing the school's vision. Throughout the year further updates will be provided via workshops, info-sessions, newsletters, PTA efforts, and Blackboard phone calls. Attention will be given to increasing PTA membership and parent involvement.

## 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) The Norfolk Public Schools Department of Human Resources hosts job fairs to solicit the most qualified applicants. Once the applicants have been screened by HR, prospective candidates are sent to Jacox Elementary to be interviewed by the school administrator and various instructional members. Candidates are chosen based on content knowledge, endorsements, experience, and best-fit. Once hired, the candidate is provided guidance and support from the administration and Jacox instructional leadership team. After careful observations, it may be deemed necessary by the administration to place the teacher in another grade level based on the strengths or weaknesses observed. Then the transition is made swiftly to ensure continued school improvement and to ensure student success. Adequate staffing continues to be a

concern at Jacox Elementary. We do receive teachers that are highly qualified based on Virginia Department of Education Licensure standards. However, we often receive new teachers that require a lot of support and assistance with learning the curriculum and managing classroom behavior.

- (2) At the beginning of the school year, all teachers are provided staff development on the NPS Teacher Performance Evaluation System. Explicit training and time is dedicated to helping teachers complete the goal setting form. Teachers who are on a summative are notified in writing and given guidelines for observations and summative evaluations. Overall teacher performance is evaluated through both formal and informal observations during the school year. Teachers are provided with detailed and descriptive feedback and support during the post conference meetings. Student outcome data is thoroughly analyzed midyear and again at the end of the year to calculate student growth. Following VDOE technical assistance PD, the principal will guide teachers through the creation and validation of look for's in standards 1-7.
- (3) While monetary incentives are not available, school leaders, teachers, and other staff members are recognized during faculty events, on the morning news, kudos on weekly events message, monthly newsletters, and on the school marquee. Additionally, teachers are given opportunities to dress down and use flexible schedules. During the upcoming school year, Jacox will try to implement the idea of having an administrator cover the classroom for those teachers whose students show improved achievement. These are some examples of incentives to demonstrate appreciation. Teachers are identified through student growth demonstrated on district assessments, weekly daily review quizzes and other formative/diagnostic assessments.
- (4) Teachers who need support are identified through on-going classroom observations and analysis of weekly available informal and formal student data. Teachers receive extra support from administration, district-level content specialists, Jacox Elementary instructional leadership team, as well as, the Lead Turnaround Partner (LTP) through modeling, coaching, individualized and tiered professional development. Feedback is also provided by the school governance team through monthly focus walk-through observations.
- (5) The Norfolk Public Schools' executive director for elementary schools formally evaluates the principal twice a year. The principal provides documentation to support school leadership efforts by completing an evaluative rubric. The executive director reviews and adjusts the rubric as needed and holds a conference with the principal. Student assessment data and student and teacher surveys provide feedback on the school and on administrative leadership that is also used in evaluating the principal.
- (6) The principal shares the school's vision and focus with the LTP, state contractor, and central office members. The LTP then conducts a needs assessment to identify the strengths and needs to accomplish the mission. Each month the Shared Governance Team meets to discuss and assess the journey towards that goal. As part of that ongoing process there are several joint walk-throughs conducted by the central office staff, principal (or members of the instructional team), the LTP, and the state contractor. On a monthly basis, the instructional team, the principal, and the LTP staff meet to discuss ongoing projects, student data, professional development needs, and other matters related to student achievement. Every effort is made to ensure a cooperative relationship with one mission of "Reaching Each Child, No Excuses!" One way that this could be improved is to ensure that the LTP receives funding

over the summer so they can be a part of the planning and implantation from the onset.

## 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) A shared governance team (SGT) model has been implemented to gather input from various stakeholders regarding overall school improvement and issues that impact the school vision and plan. All decisions are based on data and the needs of students. Student assessment data is shared with the SGT and all stakeholders during various weekly and monthly meetings. During these meetings, school improvement plans are reviewed along with the vision for student progress. Stakeholders are given the opportunity to provide suggestions and decide on the best strategy to proceed. Once a final decision has been made by the building principal and a plan has been implemented, the plan is monitored for effectiveness. If the plan is not effective, meetings will reconvene and the plan is adjusted accordingly.
- (2) Currently the recruitment of highly qualified teachers to Jacox continues to present a problem. The work load of a teacher at Jacox is different from that of a teacher in a non-priority school. However, there is not a plan for monetary incentives to attract highly-qualified teachers equipped to work with a high poverty urban population. Instead, the divisions approach to addressing teacher recruitment and retention is the responsibility of the principal. The division has monetary incentives to attract turnaround leaders and expects these leaders to use non-monetary incentives to build the capacity of the staff to serve high poverty populations such as Jacox. The principal works with other turnaround leaders in a professional learning community to develop marketing and branding strategies to recruit and retain effective staff. Although, previously monetary incentives have been used unsuccessfully. Still the division plans to gather teacher input to determine if monetary incentives are feasible and recruit and retain staff in priority schools. The NPS OSTI department works closely with the LTP to provide support for current teachers which can assist with retention rates. OSTI can also provide an additional level of support in recruiting and attracting highly qualified teachers by assisting HR in screening applications and selecting potential candidates that possess the qualities needed for priority schools.

## 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) Jacox Elementary must maintain the on-going professional development and coaching of teachers to improve skills in the data driven decision making process, instructional planning and strategies for increased student engagement.
- (2) To prepare Jacox Elementary staff for the phasing out phase, distributive leadership between members of the instructional team and administrative team will be implemented. The school will continue to sustain and promote a data driven culture. The instructional team and teachers will continue to use a data-driven assessment process to guide instructional revisions. Jacox Elementary will also continue to build and sustain community-wide support for high levels of student engagement and achievement through community and faith based extracurricular activities.
- (3) Supports from the state that would be the most helpful include but not limited to:
- A continued relationship and open communication with a state facilitator to monitor and provide feedback as needed.
  - Funding to support and maintain academic growth.
  - Funding to support and sustain technology enhancements and upgrades.
  - Funding to support additional staff, training, and professional development.

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

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| <b>Reading</b>             | <b>Current Year 2014-2015</b> | <b>2013-2014</b> | <b>2012-2013</b> |
|----------------------------|-------------------------------|------------------|------------------|
| All Students               | 30.70%                        | 28.57%           | 70.80%           |
| Gap Group 1                | 29.26%                        | 27.77%           | 70.49%           |
| Gap Group 2                | 30%                           | 58.45%           | 71.36%           |
| Gap Group 3                | TS                            | TS               | TS               |
| Economically Disadvantaged | 29.26%                        | 27.77%           | 70.24%           |
| Limited English Proficient | TS                            | TS               | TS               |
| Students with Disabilities | 14.28%                        | 18%              | 50.90%           |
| White                      | TS                            | TS               | TS               |
| <b>Mathematics</b>         | <b>Current Year 2014-2015</b> | <b>2013-2014</b> | <b>2012-2013</b> |
| All Students               | 31.22%                        | 25.63%           | 37.61%           |
| Gap Group 1                | 30.08%                        | 25.21%           | 37.55%           |
| Gap Group 2                | 30.54%                        | 25.99%           | 37.61%           |
| Gap Group 3                | TS                            | TS               | TS               |
| Economically Disadvantaged | 30.08%                        | 25.21%           | 37.72%           |
| Limited English Proficient | TS                            | TS               | TS               |
| Students with Disabilities | 10.20%                        | 8%               | 8.33%            |
| White                      | TS                            | TS               | TS               |

\*TS- Too small

- (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.*

For the 2014-2015 school year, Jacox's students attended school for 68,580 daily minutes. There were 3,840 Saturday school (Saturday Academy) minutes for Grade 4 and Grade 5 students preparing for the Spring Non-writing SOL. There were 10,800 after school minutes (Success 15) and 5,760 summer school (Summer Expedition and August Ready) minutes. For the 2015-2016 school year, Tier III students in Grades 2-5 will receive 4,570 additional minutes through a targeted after school program (Success15). Tier III/level III students will receive 2,760 minutes of intensive after school support in reading and mathematics. Tier III/levels I & II will receive 1,810 minutes of intensive after school support in reading and mathematics. Extended learning plan includes the offering of afterschool intervention program (Success 15) for all students during the regular school-year. Additionally during summer months, a summer expedition program was offered and now the August Ready program is being made available to all students.

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

|                                    |     |
|------------------------------------|-----|
| <b>Total Enrollment:</b>           | 683 |
| <b>Male:</b>                       | 325 |
| <b>Female:</b>                     | 358 |
| <b>Asian:</b>                      | 1   |
| <b>Black:</b>                      | 654 |
| <b>Hispanic:</b>                   | 14  |
| <b>White:</b>                      | 8   |
| <b>Students with Disabilities:</b> | 79  |
| <b>English Language Learners:</b>  | 5   |
| <b>Economically Disadvantaged:</b> | 546 |
| <b>Migrant:</b>                    | 0   |
| <b>Homeless:</b>                   | 9   |

(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).*

Area 1: Annual overall reading scores demonstrate a low pass rate in all grades but showing slight increase in all grade levels (29, 36, 42). This is especially true of grade 4 (29,24, 44). Grade 3 reading scores show slight difference but also register low performance (25, 32, 34). Grade 5 reading scores also show low performance with some increase for the 2014-2015 school year (31, 35, 47).

Area 2: Annual overall mathematics scores demonstrate a low pass rate in all grades but showing increase in all grade levels (27, 35, 59). This is especially true of grade 4 (29, 31,69). Grade 3 mathematics scores show increase but continue to register low performance (20, 29,51). Grade 5 mathematics scores also show low performance with some increase for the 2014-2015 school year (28, 34, 51).

(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.

Jacox Elementary opened in 1949 as a Junior High School. It is currently an elementary school for a

total of 683 students in PreK to 5th grade. The building is comprised of 38 regular education classrooms and two self-contained classrooms for a total of 40 classrooms. Four of the classrooms are mobile units. The media center is small in relationship to the size of the building and student enrollment. The media center has 14 desk top computers, 4 large tables, and 1 smart board to provide instruction and interactive lessons. The media specialist serves as a daily resource to students and uses the media center for whole and small group lessons throughout the day. The media center is also open during the entire instructional day for students and staff to check out materials. The cafeteria is located off the main front hallway. It has two serving lines and can seat 288 students at one time. Jacox has a full gymnasium and auditorium. There are three play grounds on three different sides of the building for pre-k and upper grade students. The large playground has a basketball court. The school also has large lots in the front and back of the building. The back lot is used for community sport events. All of the outdoor resources are available to the classroom teachers during recess and to the community after school hours.

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

Jacox Elementary has technology readily available to teachers and students throughout the building. Laptop carts, laptops, desktop computers, and Ipad carts, Smart Interactive White boards, Elmo Document cameras, and two computer labs provide access for computer based instruction, testing, and classroom instruction. Laptops are assigned to each classroom in grades 2-5. Ipads and document cameras are available for check-out through the library media specialist. Every classroom has a Smart Interactive White Board and four to five desktop computers readily available. One of the computer labs is embedded in the resource schedule for all grade levels daily. The other computer lab is available for check-out based on availability.

(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:**

| <b>Category</b>                | <b>Number of Teachers</b> | <b>Percentage of All Teachers</b> |
|--------------------------------|---------------------------|-----------------------------------|
| Highly Qualified Teachers:     | 47                        | 97%                               |
| Teachers Not Highly Qualified: | 1                         | 3%                                |

**SET 2:**

| <b>Category</b> | <b>Number of</b> | <b>Percentage of</b> |
|-----------------|------------------|----------------------|
|-----------------|------------------|----------------------|

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|   | Teachers | All Teachers |
|---|----------|--------------|
| Teachers with Less Than 3 Years in Grade/Subject: | 9        | 18%          |
| Number of Teachers with a Provisional License:    | 3        | .06%         |

(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)).

|  |
|--|
| Grade 1 (2)<br>Grade 2 (3)<br>Grade 3 (1)<br>Grade 5 (2)<br>SPED 4 (1) |
|--|

(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 | Years | Instructional Staff | Years | Instructional Staff |
| 0     | 2                   | 11    | 2                   | 34    | 2                   |
| 1     | 2                   | 12    | 2                   | 35    | 1                   |
| 2     | 5                   | 13    | 0                   | 37    | 2                   |
| 3     | 3                   | 14    | 0                   |       |                     |
| 4     | 1                   | 15    | 6                   |       |                     |
| 5     | 0                   | 16    | 1                   |       |                     |
| 6     | 3                   | 17    | 1                   |       |                     |
| 7     | 2                   | 18    | 0                   |       |                     |
| 8     | 7                   | 19    | 3                   |       |                     |
| 9     | 0                   | 20    | 0                   |       |                     |
| 10    | 1                   | 31    | 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 |
|--------------------------|------------------------|-------------------------|

|                             |                                 |     |
|-----------------------------|---------------------------------|-----|
| 180 x 48<br>teachers= 8,640 | 172 x 48<br>teachers =<br>8,256 | 95% |
|-----------------------------|---------------------------------|-----|

## 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.

All external providers are approved by the VDOE prior to being selected to support our schools. Opportunities exist for building-level administrators and Instructional Leadership team to interview and meet with Lead Turnaround Partners before making a final determination. Once building-level administrators make a decision, selection is forwarded to executive director of elementary schools. Lead Turnaround Partners maintain ongoing communications with division and school-level staff. Additionally, they provide monthly updates/status reports during SGT and Leadership team meetings. Also, they participate in data team meetings and attend All VDOE technical assistance sessions to ensure their alignment with All school improvement efforts. Throughout the school year, parents and other community stakeholders will receive updates on our selection of a LTP and program/progress updates.

- (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.**

Our division has the capacity to support Jacox Elementary. The division's school improvement team consists of 4 members of the Office of School Turnaround and Improvement (OSTI) and members/support from all central administration departments. The members of the School Improvement Team participate in monthly SGT meetings with the school teams, the Lead Turnaround Partner, and the VDOE liaison. Also, the Lead Turnaround Partner and Executive Directors maintain ongoing communications with building administrators to identify areas of need.

Parent liaisons have been instituted at the elementary school level to engage the school community with substantial emphasis in parental engagement. Specifically, these liaisons (in collaboration with school leadership), inform parents of the design and implementation of the interventions. Surveys are also used to provide and to give them opportunities for input. Additionally, the division has developed three division-wide Parent Universities to support this process.

Each school is allotted funds to research and design interventions to support safety nets and enrichments. Schools must submit a plan and is expected to implement that plan throughout the school year. Safety net funding may be used to support all efforts that are provided during the school day and during all extended learning opportunities.

Each school has developed and presented their master schedule to their appropriate executive director. The master schedule is required to allocate time and resources for interventions during the day. These interventions are monitored monthly to determine their level of effectiveness. Internal Lead Partners and central administration department staff participate in all VDOE required Technical Assistance training, sessions, and webinars.

Extensive discussions have been held with all stakeholders to build capacity to implement the Transformation Model with fidelity. Analyses of data and division-wide initiatives have led to the selection of the Transformation Model as the best fit for the school. School leadership support has also been realigned to provide four executive directors to support school improvement efforts.

- (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.

School and division level administrators attend all VDOE School Improvement meetings and maintain on-going communication to prepare for the intervention model. School-level staff and division-level administrators participate in monthly Shared Governance Team (SGT) meetings to review various data sets, conduct classroom observations, align resources as needed, and receive support updates from the Lead Turnaround Partner. Our division leadership team meets (with our VDOE liaison) to discuss all school improvement efforts, monitor Indistar plans, and identify schools in need of additional support.

A timeline for implementation of the transformation components follow:

- In this instance the current principal was placed at Jacox at the beginning of the 2014-2015 school year for the explicit purpose of transforming the school. It is protocol that NPS ensures that the current principal has not been in place longer than three years. If this is the case, upon notification that the school has become a priority school, the principal is notified that he or she may be reassigned to other position. To fill the vacancy by the reassignment the position is posted, a pool is identified, interviews are conducted, and a new principal is assigned. If the current principal has been in place for less than three years, upon notification that the school has been identified as priority, training is provided by VDOE OSI related to the priority status. NPS supports the development of implementation of the school improvement plan by assigning an OSTI school administrator to the school. Additional leadership development for the turnaround effort is outlined in the Lead Turnaround Partners statement of work.
- The Lead Turnaround Partner conducts a “needs assessment” to determine areas of focus and to develop a scope of work. The principal, the LTP, and division leaders meet to collaboratively establish goals that would lead toward rapid improvement. September begins the big push toward designing lesson plans that intentionally address the key components of the curriculum such that Tier I instruction is highly effective.
- A rigorous educator evaluation system has been implemented. Probationary teachers are notified of the number of formal evaluations that will be conducted. In between these formal evaluations, focus walks and informal observations are conducted. If concerns about performance arise, the building principal also has the option to confer with the professional review board for advice and professional development that will help increase their knowledge on how to collect documentation to support any concerns regarding teaching staff. This occurs from October to May of each year. Additionally, AARPE provided a tremendous amount of

support to better evaluate teachers. Throughout the course of the year support is provided to those who do not improve their professional practice. Internal adjustments are explored first, and then other steps for removal may be taken.

- Ongoing- NPS makes every effort to ensure that staff placed in priority schools are highly qualified and possess the skills necessary to meet the needs of the students in the school. If staff members are deemed ineffective, they are provided support through professional development from building administrators, OSTI staff, LTP and other key-division personnel. Although the district has not implemented monetary incentives, non-monetary incentives have been used such as offering various opportunities for advancement to include interventionist and specialist positions. Monetary incentives are provided to principals working in priority schools.
- School improvement plans are created and uploaded to Indistar, and progress monitoring ensues. The school's leadership team begins weekly meetings to address the transformation initiatives. Data from monthly formative assessments, data from quarterly benchmark assessments, attendance data, and discipline data are promptly analyzed. Shared Governance Team meetings begin with a focus on the school's goals. Progress toward established intermediary goals is a key part of the discussions. Where there are shortfalls, district support is immediately provided. Form B assessments become a key part of the teaching and learning process. In addition, monitoring of intervention groups is a critical part of determining whether students are grasping the concepts that they previously missed.
- Extended learning opportunities were made available from October to May. Jacox implements a comprehensive data-driven instructional program. At the beginning of the school year, students are assessed with a universal screener to determine tier placement. The universal screener also helps teachers in planning lessons to ensure that individual student needs are met. Standards based instruction is delivered to all students and students are formatively assessed daily. Remediation and enrichment lessons are provided to students before, during, and after school. Data is reviewed weekly to determine professional development efforts. Parents are encouraged to support the cycle of improvement by volunteering during schools hours, reading to their child, and assisting with homework. Additional learning opportunities are provided during the summer for students not meeting objectives.
- On-going- School leaders, division leaders, and the LTP continue to monitor progress. All school data continue to be monitored with a focus on Tier I, II, and III instruction. The STAR assessment is once again administered to determine growth.
- School leaders, division leaders, and the LTP continue to monitor instruction, analyze data, implement varied research-based strategies, and monitor the response to intervention.
- All stakeholders have been informed of priority status. Also, The LTP will report out monthly during SGT meetings and provide quarterly reports. Additionally, monthly meetings between building level administration and the LTP will occur. School and division-level staff will meet with the Lead Turnaround Partners to ensure that they are fully and effectively supporting the schools' implementation of the Transformation Model. OSTI members along with the building administration will monitor and observe the LTP regularly and meet to have discussions about progress and concerns bi-weekly. The LTP has agreed to provide weekly schedules, and areas of focus that will be addressed, which will assist in the LEA in being able to hold them accountable. Quarterly meetings will be held with the principal, chief academic officer, LTP,

and OSTI members. During these meetings it will be required for the scope of work to be reviewed and discuss the progress of the LTP and any adjustments that may need to be made.

- (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. | N/A |
| 2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.                    | N/A |

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|   |     |
|---|-----|
| 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).                                   | N/A |
| 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. | N/A |

## 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

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](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](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](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)

Virginia Department of Education  
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LEA Application for SIG Funds

- 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):** Norfolk Public Schools

**Priority School:** Jacox Elementary

**Principal’s Typed Name:** Rohan Cumberbatch-Smith

**Principal’s Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Superintendent’s Typed Name:** Dr. Michael E. Thornton

**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  | <a href="http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml">http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml</a> |
| NCES   | <a href="http://nces.ed.gov/ccd/schoolsearch/">http://nces.ed.gov/ccd/schoolsearch/</a>   |
| State Contract Award   | <a href="http://www.doe.virginia.gov/school_finance/procurement/index.shtml">http://www.doe.virginia.gov/school_finance/procurement/index.shtml</a>   |
| Indirect Rate Memo<br>Superintendent’s Memo #023-14, “Changes for the 2013-14 Annual School Report-Financial Section.” | <a href="http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml">http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml</a>           |
| The indirect cost rate is based on the rate for the LEA  | <a href="http://www.doe.virginia.gov/school_finance/budget/">http://www.doe.virginia.gov/school_finance/budget/</a>   |
| Virginia Early Warning System (VEWS)   | <a href="http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml">http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml</a> |
| Beverly Rabil, Director<br>(804) 786-1062  | <a href="mailto:beverly.rabil@doe.virginia.gov">beverly.rabil@doe.virginia.gov</a>  |
| Kristi Bond, ESEA Lead Coordinator<br>(804) 371-2681   | <a href="mailto:kristi.bond@doe.virginia.gov">kristi.bond@doe.virginia.gov</a>  |
| Natalie Halloran, ESEA Lead Coordinator<br>(804) 786-1062  | <a href="mailto:natalie.halloran@doe.virginia.gov">natalie.halloran@doe.virginia.gov</a>  |



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BUDGET SUMMARY FOR: Jacox 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    | \$ 36,089.05          | \$ -                  | \$ -                  | \$ 36,089.05              |
| 2000         | Employee Benefits    | \$ 13,096.16          | \$ -                  | \$ -                  | \$ 13,096.16              |
| 3000         | Purchased Services   | \$ 502,649.00         | \$ -                  | \$ -                  | \$ 502,649.00             |
| 4000         | Internal Services    | \$ -                  | \$ -                  | \$ -                  | \$ -                      |
| 5000         | Other Charges        | \$ 9,474.15           | \$ -                  | \$ -                  | \$ 9,474.15               |
| 6000         | Supplies & Materials | \$ -                  | \$ -                  | \$ -                  | \$ -                      |
| 8000         | Capital Outlay       | \$ -                  | \$ -                  | \$ -                  | \$ -                      |
| <b>Total</b> |                      | <b>\$ 561,308.36</b>  | <b>\$ -</b>           | <b>\$ -</b>           | <b>\$ 561,308.36</b>      |

## School Improvement Grant Application

School Year 2015-2016

Budget Request for: Jacox 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 |
|---|---|------------------------|---------------------------|---------------------------|---------------------------|
| Office of School Turnaround and Improvement (OSTI) Staff Member | Split funding of a OSTI staff member is being requested to help facilitate the reform efforts and serve as a liaison between the school and VDOE. 1/2 of the annual salary of the OSTI staff member will be split funded between 2 priority schools (Jacox and James Monroe Elementary School). The employee will dedicate 1/2 of their time and effort to each of the schools. This OSTI member will assist in the development and implementation of interventions, provide on-going feedback through observations and focus walks, and assist in reviewing the instructional program particularly in the areas of mathematics and reading. By attending and participating in school data meetings, this staff member can provide key input into the continuous improvement efforts. | \$ 36,089.05           |                           |                           | \$ 36,089.05              |
|   |   |                        |                           |                           | \$ -                      |
|   |   |                        |                           |                           | \$ -                      |

|                           |  |              |      |      |              |
|---------------------------|--|--------------|------|------|--------------|
|                           |  |              |      |      | \$ -         |
|                           |  |              |      |      |              |
| <b>Total Compensation</b> |  | \$ 36,089.05 | \$ - | \$ - | \$ 36,089.05 |

**Personal Services supported from other funding sources:**

*Ex. K-5 Reading Specialist @ \$65K/yr (Title I)*  
**Insert response here: Title I (Federal Funds) \$300,440 OC 1000- Title I supports 3 Interventionist, 3 K-5 Teacher Assistants, and 1 Parent Liaison**

**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 |
|--|--|------------------------|---------------------------|---------------------------|---------------------------|
| Fringes for OSTI staff member                                  | To cover the cost of fringes and benefits (FICA, VRS RET, Health Insurance, VRS Group Insurance) for a OSTI staff member.  | \$ 13,096.16           |                           |                           | \$ 13,096.16              |
|  |  |                        |                           |                           | \$ -                      |
|  |  |                        |                           |                           | \$ -                      |
|  |  |                        |                           |                           | \$ -                      |
|  |  |                        |                           |                           | \$ -                      |
| <b>Total Employee Benefits</b>                                 |  | \$ 13,096.16           | \$ -                      | \$ -                      | \$ 13,096.16              |
| <b>Employee Benefits supported from other funding sources:</b> | Insert response here: Title I (Federal Funds) \$136,612.00 OC 2000- Benefit elections for those contract Title I positions. Social Security / Medicare, VRS Retirement, Health Insurance, VRS Group, VRS HealthCare Credit |                        |                           |                           |                           |

**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 |
|--|--|------------------------|---------------------------|---------------------------|---------------------------|
| Lead Turnaround Partner  | In accordance with the approved SOW, the LTP (Pearson) will work 40 hours per week. The number of students enrolled is 683 at a base unit price of \$703.00 per student. The number of months included in the scope of work is 12.   | \$ 480,149.00          |                           |                           | \$ 480,149.00             |
| OSI approved Personnel   | Tasks for the OSI approved personnel (VDOE contractor) include: orientation, report completion and data review, and continuous monitoring of the alignment of the division, LTP (Pearson), and the school. OSI approved personnel will work 30 hours monthly X a rate of \$61.13 per hour = \$1,833.90 monthly X 12 months= \$22,006.80. \$493.20 will support travel for the OSI approved personnel. Total for OSI approved staff is \$22,500 | \$ 22,500.00           |                           |                           | \$ 22,500.00              |
|  |  |                        |                           |                           | \$ -                      |
|  |  |                        |                           |                           | \$ -                      |
|  |  |                        |                           |                           | \$ -                      |
| <b>Total Purchased Services</b>  |  | \$ 502,649.00          | \$ -                      | \$ -                      | \$ 502,649.00             |
| <b><u>Purchased Services</u> supported from other funding sources:</b> | <b>Insert response here: Title I (Federal Funds) \$96,869.00 OC 3000- Title I funds allocated to support equipment installation, and in-house field trips for students.</b>  |                        |                           |                           |                           |

**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 |
|--|------------------------------|------------------------|---------------------------|---------------------------|---------------------------|
|  |                              |                        |                           |                           | \$ -                      |
| <b>Total Internal Services</b>                                       |                              | \$ -                   | \$ -                      | \$ -                      | \$ -                      |
| <u>Internal Services</u><br>supported from other<br>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 |
|---|---|------------------------|---------------------------|---------------------------|---------------------------|
| Indirect Costs                                | INDIRECT COST: \$36,089.05 (OC 1000) + \$13,096.14 (OC 2000) + \$647,670 (OC 3000) + \$5,000 (OC 5000) = \$702,355.19<br>\$702,355.19 (TOTAL EXPENSES) - \$625,670 (LTP) = \$76,685.19 X IDC rate of 4.4% = \$3,374.15+ IDC on the first \$25K of the LTP = \$1,100.00 = Total IDC of \$4,474.15.   | \$ 4,474.15            |                           |                           | \$ 4,474.15               |
| OSI required travel for OSTI staff            | VDOE & School Improvement related travel expenses for OSTI Staff and key building and division level leaders. This travel request will include mandatory technical assistance trainings, meetings and presentations. We estimate Norfolk Public School will travel 206.36 miles round trip per visit to attend OSI required trainings, technical assistance, and presentations at a mileage rate of .575. We estimate that a Norfolk Public Schools OSTI Staff member will attend 5 meetings, School Principal will attend 5 meeting, School Assistant Principal will attend 2 meetings, and potentially the School Leadership(4 Core Content Department Chairs) will attend 2 meetings. 206.36 (estimated number of miles round trip) X .575 (approved mileage rate) = \$118.65 allowable amount per trip. \$118.65 (allowable amount per trip) X 18 (total number of trips) = \$2,135.70. | \$ 2,135.70            |                           |                           | \$ 2,135.70               |
| Professional Development for Priority Schools | Approximately \$1,432.15, will be used for registration, travel, meals, and lodging for 1 OSTI Staff Member, and School Principal to attend ASCD. Approximately \$1,432.15, will be used for registration, travel, meals, and lodging for 1 OSTI Staff Member, and School Principal to attend Model School Conference for a total \$2,864.30  | \$ 2,864.30            |                           |                           | \$ 2,864.30               |
|   |   |                        |                           |                           | \$ -                      |

|  |   |             |      |      |             |
|--|---|-------------|------|------|-------------|
|  |   |             |      |      | \$ -        |
| <b>Total Other Charges</b>                                 |   | \$ 9,474.15 | \$ - | \$ - | \$ 9,474.15 |
| <b>Other Charges supported from other funding sources:</b> | <b>Insert response here:</b> Title I (Federal Funds) \$63,249.00 OC 5000- Title I funds are used for travel related expenses such as meals, lodging, transportation, and registration for professional development opportunities. |             |      |      |             |

**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 |
|---|------------------------------|------------------------|---------------------------|---------------------------|---------------------------|
|   |                              |                        |                           |                           | \$ -                      |
|   |                              |                        |                           |                           | \$ -                      |
|   |                              |                        |                           |                           | \$ -                      |
|   |                              |                        |                           |                           | \$ -                      |
|   |                              |                        |                           |                           | \$ -                      |
| <b>Total Supplies</b>   |                              | \$ -                   | \$ -                      | \$ -                      | \$ -                      |
| <b>Materials/Supplies supported from other funding sources:</b> | <b>Insert response here:</b> |                        |                           |                           |                           |

**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 |
|---|------------------------------|------------------------|---------------------------|---------------------------|---------------------------|
|   |                              |                        |                           |                           | \$ -                      |
|   |                              |                        |                           |                           | \$ -                      |
|   |                              |                        |                           |                           | \$ -                      |
|   |                              |                        |                           |                           | \$ -                      |
|   |                              |                        |                           |                           | \$ -                      |
| <b>Total Capital Outlay</b>                                 |                              | \$ -                   | \$ -                      | \$ -                      | \$ -                      |
| <b>Capital Outlay supported from other funding sources:</b> | Insert response here:        |                        |                           |                           |                           |