

**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**



TABLE OF CONTENTS

Submission Requirements	p. 3
Application Materials	
Cover Page	p. 4
Section 1: Reflection & Planning	p. 5
Section 2: Required Elements, Part 1	p. 7
Required Elements, Part 2	p. 10
Section 3: Explanation of Lack of Capacity to Implement	p. 12
Section 4: Budget	p. 14
Section 5: Assurances & Certifications	p. 15
Resource Information	p. 19

SUBMISSION REQUIREMENTS

1. Submission Deadlines

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

2. Submission Process

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

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

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

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

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

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

COVER PAGE

LEA Contact for Priority Schools

Division: Richmond City Public School

Contact Name: Dr. Shannon Smith McCall **Phone:** (804) 780-8592

Address: Office of School Improvement **Email:** ssmith2@richmond.k12.va.us
301 North 9th St., Richmond, VA 23219

Priority School Information

School Name: Blackwell Elementary **Cohort:** IV

Principal Name: Mr. Reginald Williams **Phone:** (804) 780-5078

Address: 300 East 15th Street **Email:** rwilliam2@richmond.k12.va.us
Richmond, VA 23224

NCES #: 510324001357

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

School Reform Model Selected for the School

Turnaround Transformation *Restart Closure

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

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

SECTION 1: REFLECTION & PLANNING

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

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

I. Future Goals

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

- Goal 1. By the end of the 2015-2016 school year, the AMO results for the subgroup "All Students" in Reading will increase from 53% to 65% or better as measured by the Spring 2016 Standards of Learning Assessments.
- Goal 2. By the end of the 2015-2016 school year, the AMO results for the subgroup "All Students" in Mathematics will increase from 64% to 70% or better as measured by the Spring 2016 Standards of Learning Assessments.
- Goal 3. By the end of the 2015-2016 school year, the AMO results for the subgroup "Students with Disabilities" in Reading will increase from 29% to 45% or better as measured by the Spring 2016 Standards of Learning Assessments

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. J. H. Blackwell's climate is evolving towards one that is more positive and academically focused. Faculty and staff have embraced academic challenges and placed school improvement as a priority issue. The school is viewed as being more conducive to learning.

There is a more concerted and focused emphasis on student achievement.

2. The school implemented the Olweus Bullying Prevention Program. Implementing this program has led to increased awareness and knowledge of bullying, students being more willing to report bullying incidents, and an overall reduction in bullying allegations and episodes. Building and grounds maintenance has improved significantly, as the building is visually more appealing and cleaner which presents a warm and welcoming impression. The implementation of a school wide discipline plan has led to a reduction in referrals, increased time on task, and more student engagement; however a system to capture the effectiveness of implementation of PBIS is warranted. To these ends the school will utilize Review 360, a behavior improvement plat form, to assist with monitoring the implementation of PBIS and its impact on student behavior and achievement.
3. There were no unsuccessful attempts or strategies used to change school culture.
4. Yes, the primary barriers to further improving the school environment relate to the neighborhood and community issues that overflow into the school building. The school will continue to hold parent sessions to improve dialogue with the community at an Open House in August for new students and families to the school. A Title I night will be held in September, a Chat and Chew and Literacy Night will be held for parents in October and Boyhood to Manhood initiative will be in place this year. The PTA has been reconstituted. A Black History Program honoring the legacy of Professor, James H. Blackwell, who the school is named after, is planned for the 4th Thursday in February. The Community Training and Assistance Center (CTAC), the school's lead turn around partner, will be conducting school climate surveys at the onset of the school year. The school will work collaboratively with the ELTP to continue to implement the afore mentioned program and others to promote the school and community linkage.

III. Process Steps/Atmosphere of Change

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

1. The Transformation Leadership Team consisting of the principal, assistant principals, content and grade level representatives, guidance, district representative/content specialist, Special Education and Title I representative, Literacy and Math coaches meet at least twice a month to discuss, review and analyze data to determine instructional focus and approaches. Frequently planned Transformation Leadership Team meetings allow members to bring issues and ideas to the table for collaborative discussion. The meetings are scheduled 1-2 days after Grade

Level meetings so that ideas/questions/comments/concerns from each grade level team can be brought forward and collaboratively discussed, as well as build capacity and consistency. These meetings occur 1-2 days before faculty meetings so that ideas can be fine-tuned and presented to the staff. This format gets ideas before the staff rather quickly thus gaining faculty input and support early in the process. This allows a possible turnaround time of 4 days from idea conception to implementation. Input is also received from the SPMT Meetings. This group meets monthly and provides support for the school operations. The team includes faculty, parent and community representation.

2. Team members practice vertical planning and are also encouraged to discuss and work through the logistics of ideas with their grade level chairpersons before meetings. This allows for open and honest communication which can then be used to discuss whether or not the Leadership Team will implement ideas. Opinions were listened to, discussed, and respected. Teachers and administrators were most willing to implement effective strategies and suggestions. Minutes of each meeting were recorded so the team could revisit issues for updates and progress. Grade level teams and specialists worked together in developing strategies, professional development and monthly progress reports. Analysis of survey data from all stakeholders, including all staff and parents, is used to further strengthen our communication efforts.
3. Expectations are established at the beginning of the year. Responsibilities are then assigned by grade level, subject area, or job performance. Responsibilities are discussed for clarification and time is scheduled for follow-up, discussion and reporting. All aspects of the school were included: academic areas, Exceptional Education, discipline, attendance, community issues and concerns, professional development, and school culture. Responsible parties either have the resources to follow through or are given the resources needed, especially with materials, technology, professional development and tutors. Team members first and foremost split responsibilities based on their capability sets. The Transformation Leadership Team consists of the principal, assistant principal, content and grade level representatives, parent liaison, district representative/content specialist, Special Education and Title I representatives. The Department Chairs, Assistant Principals, and Central Office Instructional Specialists all have a good understanding of where their strengths and weaknesses lie with regards to being able to take an idea from concept to implementation. When these divisions are not clear, the Principal and Assistant Principals immediately query the involved parties for possible decisions, and then follow through on that query by determining the optimal path of human capital resource distribution. The principal and assistant principal facilitate the Leadership Team Meetings and hold all personnel accountable for implementing the next steps that are generated as a result of the stakeholders' input. They provide feedback and guidance that will directly impact the delivery of Tier I instruction and intervention efforts in effort to provide a targeted focus on the individual needs of the students and the needs of the teachers to build their capacity. The district level representatives provide (fiscal and human) support to ensure that the barriers toward implementation of next steps are minimized or eliminated. They also provide meaningful feedback that can assist with the decision making process that will impact student achievement (academically and behaviorally). Parental input is garnered and considered as the team proceeds with the development of next steps. With regards to limitations on resources, the highest need in the building continues to be a need for highly capable Human Capital.

Deliverables are determined based on leadership skill, content area expertise as well as assigned Indicator tasks from Indistar. Responsibilities are also assigned by school administrators based on the interest and expertise of the team members.

4. New strategies and practices are carefully monitored and tracked with the use of data. At each meeting, the strategy or practice was put on the agenda for an update. Although many strategies led to improvement, not all provided the expected gains. The less successful ideas were discussed and tweaked or discarded. The team brainstormed replacement ideas. Each team's strategies are collaboratively monitored and refined by the Grade Level Chair and the Title I Teacher. If a strategy is not working at the grade level, modifications are made. If these strategies have a school-wide impact, their progress (or lack thereof) are reported in the Transformation Leadership Team Meetings so that further ideas for improvement can be integrated into the solution. Strategies are monitored at two levels. The division level: Division-Instructional Support Team visits the schools to monitor implementation of strategies and research-based practices as well as ensure fidelity to the process. This team will also attend grade level meetings and PLC's. The site level: The External Lead partners and the Literacy and Math Coaches will provide feedback as well. The school based administrator monitors the process by conducting walk-throughs, conducting formal observations and disaggregating formative assessments. The Transformation Leadership Team monitors the data bi-monthly to determine the effectiveness of the implementation of strategies used to raise student achievement. If the strategies do not seem to be working, the Instructional Support Team make suggested revisions to the school administrators. Supported by the LEA, the Transformation Leadership Team's recommendations are considered when any revisions relative to instruction are made and are proactively ready to address the problems and eliminate strategies that do not work. The administration provides feedback to individual teachers based on student performance and classroom observations. Specialists and coaches are used to provide assistance to individual teachers. If found that the new strategies are more than an individual concern, professional development is planned and implemented to support the fidelity of implementation and to further determine the effectiveness of the strategy.

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 for additional support in core content areas based on data from:
 - PALs, Interactive Achievement
 - Algebra Readiness Diagnostic Tests

- Achieve 3000, I Station
- SOL Assessments
- Report Card Grades
- Teacher Recommendations, Title I Team Recommendations
- Parent Recommendations
- Benchmark scores
- Bi-weekly scores
- Teacher referral based on classroom performance
- NWEA/MAP Assessment

Triangulation of data is used to include the data indicated above. The data is reviewed by the Transformation Leadership Team and the classroom teacher to determine which tiered, differentiated intervention a student will receive. Additional support in Reading and Math for Exceptional Education students is also determined by the accommodations as outlined in their Individualized Education Plan (IEP). Students in Tiers 2 and 3 are given additional support in Reading and math to support learning gaps as identified by assessment data.

2. Teachers differentiate learning for students through:

- Small Group Instruction , tiered intervention, remediation
- Title I Instruction (push-in)
- Extended Learning Time
- Homework
- Inclusion of differentiated activities denoted within the lesson plans including modified instructional strategies and activities

Tier I, whole group instruction, will continue to be strengthened throughout the school year. This will be enhanced via coaching, modeling, professional development and follow-up based on observations and feedback. Dreambox will be utilized as the research-based mathematics program to support the math achievement of the RPS Priority Summer School students.

3. Additionally, teachers, through formative assessment, determine students' needs, plan instruction to meet those needs and provide the small group instruction and collaborative learning that addresses those needs. Formative assessments are used:

- To monitor student progress
- To measure teacher effectiveness and determine teacher placement
- For analysis to determine the level of content and cognitive alignment to the VDOE Curriculum Framework

Content teachers work together to develop common assessments and review them for rigor and fidelity. These common assessments are used to determine student's strengths and needs. Based on this data, instructional decisions are made by the classroom teacher, the Transformation Leadership Team and the school administrator. The formative assessments are used by the IST in making instructional decisions along with recommendations to the school administrator. District benchmark assessments are given each nine weeks in order to determine strengths and weaknesses of students and programs. A detail analysis of the data is done and reviewed with teachers to support individualized instruction to meet student needs.

4. All teachers received training on the new teacher evaluation system. All principals were trained on how to work with their teachers to develop goals as required by Standard 7. The standards were reviewed with the teacher and school based administrator and were refined as

needed. As a result of goal setting, teachers were more focused on student data, student achievement, and the progress of all students in their classrooms. Teacher progress toward meeting their goal will continue to be monitored and technical assistance will be provided accordingly. CTAC will support the teachers' efforts to meet and/or exceed their 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. The community partners support J. H. Blackwell by developing programs that are designed to strategically meet the needs of the students, staff and administration. The supporting programs are developed and maintained by focusing on most pressing challenges directly from the school's needs assessment.
 - Third Grade students receive direct support through the Blue Sky Fund whose mission is to provide transformational experiences for urban youth through outdoor education.
 - The faith partners through the Micah Initiative provide one-to-one and small group tutoring in grades 1-5 for Math and Reading.
 - Big Brothers Big Sisters provide students with one-to-one mentor that support students with much needed social support.
 - Dominion Power provides one to one mentoring for all fourth grade students.
2. The Community Training and Assistance Center (CTAC) has been selected as the External Lead Turnaround Partner (ELTP). An external partner with extensive experience in community development is engaged and will create an overall a technical assistance plan to support this area. As outlined in the Scope of Work for the period of October 1, 2015- September 30, 2016 the following has been identified as school needs as a result of initial interviews and discussions:
 - Focused and effective instruction: must be well-planned, standards-based, rigorous and engaging.
 - Mentoring for administrators
 - Coaching for reading and math
 - Strengthened parent involvement and community support and,
 - Provision of reporting support

To these ends CTAC will provide coordinators to oversee the overall turnaround effort and to serve as liaisons between the division and the ELTP. The Senior Educational Specialists will provide professional development, leadership development, and evaluation services at the school and

division levels. Mentors will be provided for the coach the building administrators. Community Development Specialists will be in place to enhance the school-community connection. A reading and math specialist will be on staff full time to focus on improving the delivery of instruction. The Data Literacy and Analysis Specialists will assist the school with analyzing and compiling data. Lastly, CTAC will provide a Technology Specialist to establish virtual access to the CTAC staff (signed into effect July 7, 2015).

3. Parents are increasing their communication with the school and are taking an interest in the progress being made by the students, teachers and the administration. The parents of the students participate in a community based program which provides input by completing an annual needs assessment developed by Communities In Schools. At the end of the school year, the data is collected, analyzed and used in the next year's program development. The parents continue to increase their contact with the school and community-based programs. With the Communities In Schools Needs Assessment, the parents are given a chance to express the types of programs they would like to see for the upcoming school year. Despite all efforts, parent involvement is still a major concern. The school works in collaboration with the PTA in assuring that the parents are informed and involved in the improvement process. It would be beneficial for the parents to support the school by encouraging their students to attend school on a regular basis. It is also important for the parents to constantly update all contact information. Parents play a vital role in keeping the school abreast with incidents that may occur in the community. The school works in collaboration with the PTA in assuring that the parents are informed and involved in the School Improvement process. Coffee and Teas are held to share instructional information with the parents. Also, CTAC was selected due to their strong track record in engaging parents and communities in the school improvement process. Parents will continue to be involved in the planning and monitoring of school improvement initiatives by participating on the School Improvement Team and providing support on how to improve academic performance. A heightened focus will be placed on this endeavor at the onset of the school year.

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. All teachers within our division are assigned to classes within their area of licensure or otherwise demonstrated area of expertise. Principals, in conjunction with a member from the HR department and the internal and external partners, carefully examine the backgrounds, evaluation findings, and track records of each member of the staff and thoughtfully and collaboratively construct the school schedule to match teachers with the classes or course sections in which they (and their students) are most likely to be successful. Adjustments and corrections may need to be made; however, these are usually minimized since initial teacher assignments are conducted strategically.
2. Accountability for student learning has a strong impact on student achievement, which has been on the forefront of our school improvement efforts. The school has moved toward a decidedly performance-based focus on teacher quality. As a result, teachers are rated on seven quality standards (Teacher Evaluation System) that measure professional practice and student learning throughout the year. Six of the standards measure professional practices such as: content knowledge, lesson plans, instructional delivery, classroom environment, and professionalism. The seventh quality standard, student growth, is based on multiple measures of student growth or student learning over time, not a single assessment. At the start of each academic year and as driven by data, the school administrator goal sets with the teacher. An established measure for monitoring student progress and teacher effectiveness is implemented. A mid-year review of the teacher's goal and progress is completed and if necessary additional assistance is provided by school based and the central office Instructional Support Team.
3. Successful teachers are identified by their work as denoted by classroom visits, the seven teacher performance standards, student assessment data and conferences with the teachers. Faculty and staff luncheons, faculty and staff outings, public acknowledgements/accolades expressed verbally in meetings and framed certificates each semester displayed at the school for public viewing comprise the reward system. The implementation of various incentive programs based on student and teacher progress are also used.
4. Teachers in need of support are identified based upon classroom data, the seven teacher performance standards, student assessment data and teacher conferences. Formative assessments and strategy implementations are also used to evaluate the success or lack of success of a teacher. Noting the strategies as well as how and when a teacher implements them is helpful in identifying teacher weaknesses and targeting the type of professional development that is needed to assist him/her. The approach to planning teacher professional development /goals will be driven by the individual needs of teachers, efforts to change teacher behaviors, and to improve the quality of instruction to increase student performance. Data gathered from teacher evaluations and classroom observations will be analyzed to pinpoint the individual needs of teachers. This tailored approach of developing professional development goals will include an opportunity for teachers to self-reflect on their development and identify areas for more improvement. Professional development modules will address best teaching practices to impact student diversity in learning, creating rigorous and engaging lessons designed for mastery of all relevant Standards of Learning. Differentiated

professional development and coaching will continue to be a part of the recipe to maintain a high performance school culture designed to improve teacher skills and development and content knowledge with the ultimate goal of improving student learning.

5. The principal reports to the Executive Director of Elementary Instruction. The director and principal collaborate on goal setting procedures. A formal observation process conducted by the Executive Director of Elementary Education through an internal monthly accountability procedure. The principal will be evaluated annually using the district's principal evaluation tool that incorporates the 7 Performance Standards recommended by VDOE. Specifically, principals at the Priority schools are evaluated by the Executive Director of Elementary Instruction using both a self- evaluation document and a professional growth focus based on the Standards of Principals. The evaluation is a two-fold process. It involves both formative and summative evaluations. Formative evaluation includes on-going communication with feedback and assistance between the evaluator and the principal
6. The relationship between the state, internal partner has gone quite well. The relationship with the external partner is developing as CTAC was recently approved to serve as the turn around partner and the initial meetings have been held. In June, at the conclusion of services for the 2014-15 school year, the OSII Office convened a meeting with the External Lead Turnaround Partner to revisit expectations, efficiency of communication, accountability and reporting. Following this meeting, the OSII Office met with principal to address the outcomes of the previous meeting between the ELTP and the OSII Office. As a result, the heightened expectations of the ELTP are being realized as of June 22, 2015.

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. There is a collaborative process for matters relating to the school improvement effort, which includes stakeholders from the district and school level as well as the internal and external partners. The administrator has established a School Leadership Team that participates in all decisions related to school improvement efforts, the school vision, and the Indistar Plan. The team is comprised of the principal, assistant principals, content and grade level representatives, guidance counselors, district representative/content specialist, Exceptional Education, Title I representative, and literacy and math coaches. The indicator drives the work of the Transformation Leadership Team and tasks outlined in the Indistar plan. Twice a month, the team meets to discuss progress towards completing tasks in the plan. School Improvement requires buy-in by all parties supported by an understanding that all team members are valued and expected to make a contribution in the change process. The LTP and the district will establish norms that serve as a systemic approach to gathering data, meeting

with administration, observing classroom instruction, and giving timely structured feedback to teachers. The LTP and district will meet regularly to discuss plans, establish next steps and recommendations for school administration and staff. The approach by the LTP and district when working with schools will involve assisting with identifying strengths as well as areas for refinement. This approach will allow each administrator to feel included in the process and valued as the school leader.

2. Existing barriers include teacher turnover, division discipline policies and certain Human Resource policies. There is a need for additional technology to allow more accommodation to address tiered intervention programs. The Associate Superintendent for Academic & Support Services, the Executive Director of School Improvement, and the Federal Program Director are working together to secure needed technology. In an effort to remove barriers, the participants on the Transformation Leadership Team discuss the positive aspects of removing the barrier. The division representatives are present to hear and participate in the discussion. If it is agreed upon that it is truly a barrier that cannot be removed by the site administrator, the division team then determines which office is best able to address the removal of the barrier. The designated division team member returns and discusses the matter with their division team to determine if they can remove the barrier. If it is determined that they do not have the authority as an office to remove the barrier, the matter is then brought to cabinet and the final decision rest with that body, as a policy may need to be adjusted or amended. Thus far the barriers that have been discussed are being addressed by the site, the ELTP and the division offices. Policy has not been changed at this point. One example of such a division meeting occurred on February 27, 2015 with the Office of School Improvement and Innovation to discuss the needs of the buildings pertaining to ELTP progress and related concerns.

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. Support staff from the district level, in consultation with the School Improvement Executive Director and Managers, External Lead Partners and the Transformation Leadership Team, will meet to determine the services that should be maintained and/or eliminated. Multiple data sources will be utilized to help make those decisions. Funding will be sought by the LEA as needed to maintain any supports (fiscal/human) that the teams deem appropriate in an effort to continue to promote student achievement. The principal's leadership team, central administration, and the partners should be involved in this process.
2. In preparation for the phase out of funds, supports and services, the Transformation Leadership Team, led by the school principal will review the effectiveness of support services rendered. The team will review the performance of staff and impact on student achievement to determine programs to sustain or phase out. Instructional resources and materials will be evaluated to determine the need for continued implementation and cost effectiveness.

Transition/ Exit conferences with community/school based partnerships will be held to discuss the level of services that will continue. The LEA will provide support for programs and materials that had a positive impact on student achievement by seeking additional grant funds and leveraging existing resources.

3. Based on analysis of data, the LEA and school will determine the specific level of technical and financial assistance needed from the state. Schools in Improvement will benefit from state support that offers professional development webinars, extended learning experiences, and professional growth conferences for teachers to ultimately increase student learning. Consider facilitating educational forums that focus on the features of outstanding schools where best practices are discussed.

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.

Not Applicable

- (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			
	2012-2013	2013-2014	2014-2015
All Students	35	54	53
Asian	TS	TS	TS
Economically Disadvantaged	36	54	51
Gap Group 1 (Disabled, LEP or Disadvantaged)	35	54	53
Gap Group 2 (formerly Black)	35	54	52
Gap Group 3 (formerly Hispanic)	50	50	50
Limited English Proficient	TS	TS	TS

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

Students with Disabilities	3	62	43
White	75	100	100
Math			
All Students	46	53	66
Asian	TS	TS	TS
Economically Disadvantaged	47	51	63
Gap Group 1 (Disabled, LEP or Disadvantaged)	46	51	64
Gap Group 2 (formerly Black)	45	52	65
Gap Group 3 (formerly Hispanic)	50	50	100
Limited English Proficient	TS	TS	TS
Students with Disabilities	11	39	47
White	75	100	100

(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.*

Total number of minutes in the school year required to attend:
 Daily= 360 minutes * 170 days=61,200 minutes/day {the master schedule was altered thus allowing for an additional 5 minutes per day which equaled **62,050 minutes/day** (+850 minutes for 2014-15)}
 Afterschool =120 minutes*48 days=**5,760 minutes/day** {November –May at 2 days/week}
 Summer School =240 minutes*19 days =**4,560 minutes/day** {June-July 4 days/week}
 Saturday Academy = 180 minutes*4 days = **720 minutes/day**
Maximum number of minutes for 2014-15 = 73,090 minutes/day
 It is anticipated that Afterschool tutorial will begin in late September or October and provide additional learning time in 2015-2016 = 120 minutes *10 days = 1200 additional minutes. Also an additional day of Saturday Academy will occur in 2015-2016 = 180 minutes * 1 day = 180 minutes/day.

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

Total Enrollment	415
Male	223
Female	192
Asian	0
Black	395
Hispanic	6

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

White	4
Students with Disability	56
English Language Learner	0
Economically Disadvantaged	361
Migrants	ND
Homeless	22

- (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).

The data according to the VDOE Report Cards and preliminary 2014-15 SOL data yields the following: Annual reading scores reveal a significant gain from 2012-2013 to 2013-2014 in grade 3 (35, 50, 55), grade 4 (41, 63, 41) and Grade 5(31, 51, 53). Grades 3 and 5 had minimal growth from 2013-14 to 2014-2015 according to the preliminary data. Grade 4 experienced a significant decline from 2013-2014-2015. Mathematics has experienced a similar trend from 2012-2013 to 2013-2014 at Grade 3 (37, 39, 60), Grade 4 (68, 81, 69) and Grade 5 (36, 40, 54); however, from 2013-2014 to 2014-2015 the progress varies. Grade 3 has a significant gain (+21), Grade 4 has a marked decline (-12), while Grade 5 had a notable increase (+14). The school has historically shown poor gains with regard to the exceptional education population in reading. The school experienced a tremendous gain from 2012-13 to 2013-2014 and declined with the same vigor (-33) 2013-14 to 2014-15 (22, 54, 55). It is with increased targeted intervention and strengthened tier I instruction through the provision of feedback and professional development that the school will move forward to meet or exceed the FAMO targets.

- (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. Date Building was built: 1999
2. Number of classrooms: 35
3. Description of Library Media Center: The Media Center has a collection of over 9,189 books including fiction, nonfiction, periodicals, and reference materials. It also has seven computers for student use and a reference section.
4. Description of Cafeteria: The Cafeteria seats approximately 350. The Kitchen is located in the back of the Cafeteria. There is an office for the manager. There are two serving lines.

5. Description of Gymnasium: The physical education area consists of the gym that seats about 500, a storage closet for physical education instructional materials and sports equipment. The gym is also used as an auditorium for programs and special events. The gym doubles as a recreation center, sponsored by the city of Richmond, in the evening and on weekends.

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

Information about the types of technology that are available to students and instructional staff
One hundred percent of all teachers have a desktop computer and a Promethean Board with an LCD projection in their classrooms. The following are available for students and staff to use:
8 Multiple laptop cars with 30 laptops each
1 Computer lab with 25 computers
Document Cameras 13
Desktops Computers 153

(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:	56	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:	10	17
Number of Teachers with a Provisional License:	1	3

(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)).

Kindergarten (2)

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

Grade 1 (1)
Grade 2 (2)
Grade 4 (3)
Exceptional Education Grade 3 (1)
Exceptional Education Grade 5 (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
0	0
1	5
2	3
3	2
4	5
5	5
6	3

#	
Years	Instructional Staff
7	4
8	4
9	4
10	3
11	9
17	2
19	1

#	
Years	Instructional Staff
23	3
29	1
34	1
39	1
41	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
9690	9011	93%

SECTION 2: REQUIRED ELEMENTS, PART 2

The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve:

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

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

The district followed the process outlined by VDOE to select our Lead Turnaround Partner. A rubric was developed to evaluate the LTPs. Seven Lead Turnaround Partners were interviewed and based on results of the rubric, the top three were interviewed again by a parent and community partner group. This group's top LTP was Community Training and Assistance Center (CTAC) which also was the highest ranking LTP from round one of the interview process. The principals made a recommendation for service. The final selection of CTAC was presented to the Superintendent and the school board in March 2014. Once the ELTP was selected, a needs assessment was conducted in order to analyze the operational needs of the school and to make the recommendation for services.

- (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 OSI² team and district designees will support the school in the following ways: monitor LTP staff and interventions; participate in the school's transformational team meetings; strategically align deployment of resources based on data-driven need; continue to research instructional best practices; develop and provide leadership and instructional development. The OSI² will:

1. determine level of oversight, support strategic allocation of resources, identify additional supports that are required by district, Title IA, etc.
2. provide oversight support, and strategic resource allocation (human, material, etc.) to schools
3. provide onsite monitoring by OSI² staff, Executive Directors of Elementary and Secondary or Director of Curriculum and Instruction, to ensure the school is effectively and efficiently addressing the leading and lagging indicators.
4. monitor the utilization of the longitudinal data system to monitor interventions, attendance, discipline, grades, benchmarks, student academic growth, teacher observations and proficiency ratings, instructional time (extended learning time and additional core minutes), teacher feedback provided on lesson planning and observations, parental involvement activities, etc.
4. review and provide feedback on the school improvement plan and feedback to teachers, required VDOE reports and district-level quarterly data analysis meetings to principals
5. promote a collaborative partnership among VDOE facilitator, LTP, district and school with a focus on accountability (includes attendance at VDOE-required trainings, regularly scheduled checkpoint meetings with the ELTP).
6. ensure that parents serve on a variety of committees and that various modalities of communication are disseminated to parents in order to foster parent engagement in the decision-making process.

- (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.

The district will ensure implementation of the LTP's intervention model and external facilitators by establishing a district-level turnaround office. The newly created Office of School Improvement and Innovation (OSI²), composed of an Executive Director, two Program Managers, Data Instructional

Specialist, Grants Manager, will:

1. tier all priority schools (to determine level of oversight, support strategic allocation of resources, identify additional supports that are required by district, Title IA, etc.)
2. provide oversight (based on tier), support, and strategic resource allocation (human, material, etc.) to schools
3. provide onsite monitoring by OSI² staff, Executive Directors of Elementary and Secondary or Director of Curriculum and Instruction, to include:
 - a) attending monthly or bi-weekly Transformation Leadership Team (TLT) meetings
 - b) using the longitudinal data system to monitor interventions, attendance, discipline, grades, benchmarks, student academic growth, teacher observations and proficiency ratings, instructional time (extended learning time and additional core minutes), teacher feedback provided on lesson planning and observations, parental involvement activities, etc.
4. review and provide feedback on the school improvement plan and feedback to teachers, required VDOE reports and district-level quarterly data analysis meetings to principals
5. promote a collaborative partnership among VDOE facilitator, LTP, district and school with a focus on accountability (includes attendance at VDOE-required trainings, regularly scheduled checkpoint meetings with LTP).

Timeline:

June 2015: CTAC/OSI² will review contract, deliverables and expectations and establish metrics of measurable impact, set goals

June 2015-July 2015: CTAC is supporting job-embedded professional development and data driven training based on evidence collected from observations during the summer school session. They provide 4 hours of training per week.

June 2015 - June 2016: CTAC implementation of LTP services

June 2015 - September 2015: CTAC implementation, targeted professional development, goal-setting for 2015-2016

Monthly meetings with CTAC and OSI²: review of LTP support and measures of growth, recommendations and suggestions

June/July 2016: CTAC reviews results of impact for second year, revisit service contract

September 2015 -2016: attend AARPE training and conduct required follow-up

Weekly: Onsite monitoring by OSI² staff/designees to schools

- (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.

Not Applicable

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.	Not Applicable
2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.	Not Applicable
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).	Not Applicable
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.	Not Applicable

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
 - (b) If selecting a LTP that is not on the state's Low Achieving Schools Contract of Award, the division's procurement policies and procedures are followed.
- (8) Follow Virginia's state requirements for teacher and principal evaluation under the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Virginia Standards for the Professional Practice of Teachers* and the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*.
- (9) Use state determined comprehensive planning tool to:
 - a. Establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
 - b. Document and describe each action to be implemented, who is responsible and date by which action will be completed;
 - c. Collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
 - d. Set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
 - e. Complete an analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school.
- (10) Use an electronic query system to provide principals with quarterly data needed to make data driven decisions at the school-level. See http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml
High schools not meeting the Federal Graduation Indicator (FGI) rate may use the Virginia Early Warning System (VEWS) in lieu of the Virginia Dashboard (*Datacation*). See: http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml
Data points should include, at minimum:
 - Student attendance by student
 - Teacher attendance
 - Benchmark results
 - Reading and mathematics grades
 - Student discipline
 - Phonological Awareness Literacy Screening (PALS) data (Fall and Spring)
 - World-Class Instructional Design and Assessment (WIDA) data for English Language Learners (ELLs)

Virginia Department of Education
Office of School Improvement
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.

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

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): Richmond City Public Schools

Priority School: Blackwell Elementary School

Principal’s Typed Name: Mr. Reginald Williams

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

Superintendent’s Typed Name: Dr. Dana Bedden

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

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

Resources

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

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

BUDGET SUMMARY FOR: Blackwell 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	\$ 252,186.17	\$ 245,506.17	\$ 73,692.16	\$ 571,384.50
2000	Employee Benefits	\$ 37,237.04	\$ 36,079.09	\$ 22,243.40	\$ 95,559.53
3000	Purchased Services	\$ 317,733.00	\$ 317,733.00	\$ 309,835.00	\$ 945,301.00
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ 33,146.25	\$ 32,724.06	\$ 4,378.48	\$ 70,248.79
6000	Supplies & Materials	\$ 3,000.00	\$ 3,000.00	\$ -	\$ 6,000.00
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 643,302.46	\$ 635,042.32	\$ 410,149.04	\$ 1,688,493.82

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Blackwell 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
OSII Staff Salaries	OSI&I (5 persons 1- Executive Director (12 mos), 2 Program Managers (12 mos), 1 Instructional Data Specialist (12 mos), 1 Grants Manager (12 mos) (Split between 9 Priority Schools for 12 months) = \$519,239 (less division approx. 4% of salary \$20,000) = \$499,239/9 schools	\$ 55,471.00	\$ 53,471.00	\$ 51,332.16
Teacher Stipends	Transformational Leadership Team Stipends 10@\$1000 = total \$10,000 Process Manager: 1 teacher @ (\$3,000.00) to manage Indistar, develop (with principal) agendas and disseminate minutes, ensure timely submission of reports (cannot receive the \$1,000.00)	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00
Teacher Stipends for PD	Teacher Stipends for LTP-supported professional development in relation to school improvement efforts outside of contract hours (57 teachers for 18 hours for LTP training/planning (October 2015- September 2016) x \$40)= \$ 41,040 and 12 teachers (2 per grade level) for 16 hours for LTP training/planning of school-wide initiatives for Fall 2016 during summer 2016 @\$40 = \$7,680; Total: \$48,720.00	\$ 48,720.00	\$ 48,720.00	-

Teacher Stipend for Summer School 2016	Summer Program (See RPS Priority School Summer Programs, Training and Initiatives): (22 regular/special education; 1 administrative intern (23 teachers * \$40/hr*6 hrs/day [inclusive of 1 hr/day of PD from LTP] *19 days)=\$104,880.00; 2 PD sessions @ 8 hour days/day for 23 teachers @\$40/hr = \$14,720.00; 1 instructional aide for 19 days [1 aide * \$15.85/hr * 4.5 hrs/day *19 days= \$1,355.17. Total =\$120,955.17	\$120,955.17	\$ 120,955.17	\$ -
Stipends for Substitute Teachers during teacher Planning/PD Days	Substitutes for 6 full days of data analysis, coaching/modeling, professional development and planning throughout the year (5 substitutes x 6 (K, 1, 2, 3, 4, 5) days @ \$78/day x 6 planning/PD days \$14,040	\$ 14,040.00	\$ 9,360.00	\$ 9,360.00
Total Compensation		\$ 252,186.17	\$ 245,506.17	\$ 73,692.16
Personal Services supported from other funding sources:	Other Expenses: \$246,850 Executive Admin for OSII Office (Title I \$6,500); Division Ex ED's (\$10,000); Division Specialists Reading/Math (Division \$5,500); Reading Coaches (2) (Title I @ 43,200 x 4 = \$172,800); Afterschool remediation (District \$18,000); Professional development teacher stipend (Title I @ \$75/day; Tutors (Title I: \$80,000) (non-degree \$15/hr and degree \$21 hrs/wk for 20 weeks)			

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
Benefits for OSII Staff Salaries	OSI&I (5 persons 1- Executive Director (12 mos), 2 Program Managers (12 mos), 1 Instructional Data Specialist (12 mos), 1 Grants Manager (12 mos) (Split between 9 Priority Schools for 12 months/calculated at 40% of salary) = \$499,239	\$ 22,188.33	\$ 21,388.40	\$ 20,532.86
FICA for Teacher Stipends	Transformational Leadership Team Stipends 10@\$1000 = total \$10,000 Process Manager: 1 teacher @ (\$3,000.00) to manage Indistar, develop (with principal) agendas and disseminate minutes, ensure timely submission of reports (cannot receive \$1,000.00)	\$ 994.50	\$ 994.50	\$ 994.50
FICA for Teacher Stipends for PD	Teacher Stipends for LTP-supported professional development in relation to school improvement efforts outside of contract hours (57 teachers for 18 hours for LTP training/planning (October 2015- September 2016) x \$40)= \$ 41,040 and 12 teachers (2 per grade level) for 16 hours for LTP training/planning of school-wide initiatives for Fall 2016 during summer 2016 @\$40 = \$7,680; Total: \$48,720.00	\$ 3,727.08	\$ 3,727.08	\$ -
FICA for Teacher Stipend for Summer School 2016	Summer Program Summer Program (See RPS Priority School Summer Programs, Training and Initiatives): (15 regular/special education; 1 administrative intern - 2 PD - 8 hour days + 19 teaching days (5.0 + 1 hour/day PD from LTP) @\$40; 1 instructional aides 19 (4.5 hour) days@\$15.85=(\$85,506.44)	\$ 9,253.07	\$ 9,253.07	\$ -
FICA for Stipends for Teacher Planning/PD Days	Substitutes for 6 6-hour days of data analysis, coaching/modeling, professional development and planning throughout the year (5 substitutes x 6 (K, 1, 2, 3, 4, 5) days x 6 planning/PD dates (\$14,040)	\$ 1,074.06	\$ 716.04	\$ 716.04
Total Employee Benefits		\$ 37,237.04	\$ 36,079.09	\$ 22,243.40
Employee Benefits supported from other funding sources:	Other Expenses: \$84,841.63 Executive Admin for OSII Office: (Benefits \$2,800: Title I); Division Ex ED's (\$5,000); Reading (2) and Math Coaches (1) (Benefits \$69,120); Afterschool remediation FICA \$1,400: District); Professional development teacher stipend (FICA \$401.63: Title II); Tutors (FICA \$6,120:			

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
Lead Turnaround Partner	CTAC LTP Services per VDOE approved SOW: 12 months, 32 hours per week @ \$439/student x 664 students = \$291,496/ year (\$24,291.33/mo) [As of SOW signed into effect 8.10.15]	\$ 291,496.00	\$ 291,496.00	\$ 291,496.00
VDOE Contractor As prescribed by the Office of School Improvement	VDOE contractor: Contractor orientation, Reports/data review, Continuous monitoring the alignment of the division, LTP, and the school (300 hours * \$61.13/hr = \$18,339.00)	\$ 18,339.00	\$ 18,339.00	\$ 18,339.00
Math software licensing (continuation of pilot)	DreamBox web-based intervention math program (continuation of pilot for priority elementary and middle schools) subscription (\$6,100) ...referenced in application under Instruction #2.	\$ 6,100.00	\$ 6,100.00	\$ -
Summer School Curriculum Embedded Field Trips	Science Museum (Gr 4/5) \$17 x 70 students = (\$1,190); Gr K-2 VA Rep Theater presentation 2 days/5 schools (approx. 380 students) \$3,040/5 elementary schools = (\$608 each school) = \$1,628	\$ 1,798.00	\$ 1,798.00	\$ -
Total Purchased Services		\$ 317,733.00	\$ 317,733.00	\$ 309,835.00
Purchased Services supported from other funding sources:	Other Expenses: \$30,500 Professional Development/Conferences (Title IIA: \$5,000); Title I Institute Professional Development (Title I: \$2,000); Intervention Program professional development offsite (Title I: \$15,000);			

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
				\$ -
Total Internal Services		\$ -	\$ -	\$ -
Internal Services supported from other funding sources:	Insert response here:			

Budget Detail: Other Charges (5000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection
Summer School Transportation	Summer Program Transportation (19 days w/5 buses and 2 Field Trips w/5 buses) = (\$15,060.00)	\$ 23,180.00	\$ 23,180.00	\$ -
Indirect Costs	Based on RPS indirect costs rate of .26 (Restricted Rate)	\$ 9,291.25	\$ 8,869.06	\$ 3,703.48
Cost Associated with AARPE Training Sessions [food]	The VDOE AARPE Sessions are held at a site provided by Richmond City Public Schools to accommodate the provision of the VDOE Technical Assistance. Sessions are 8 hours in length. (\$1350 per session * 5 Sessions = \$6750.00)	\$ 675.00	\$ 675.00	\$ 675.00
Total Other Charges		\$ 33,146.25	\$ 32,724.06	\$ 4,378.48
Other Charges supported from other funding sources:	Insert response here: None			

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
Summer Attendance Incentives	Summer Program: 3 attendance incentive celebrations (3 @ \$650) - i.e., Sundae Party (5th grade to plan - measurement, cost, setup, etc.) = \$1,950. Funding will support instructional items that are tied to the incentive activities.	\$ 3,000.00	\$ 3,000.00	\$ -
Total Supplies		\$ 3,000.00	\$ 3,000.00	\$ -
Materials/Supplies supported from other funding sources:	Other Expenses: \$23,000 Certificates/school supply incentives (larger prizes for drawings provided by community partners)= (\$3,000); Curriculum materials (Tit			

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
Total Capital Outlay		\$ -	\$ -	\$ -
Capital Outlay supported from other funding sources:	Insert response here:			

**Three-Year
Grant Subtotal**

\$ 160,274.16

\$ 39,000.00

\$ 97,440.00

\$ 241,910.34

\$ 571,384.50

g (2) and Math
itle II \$5,250) 35 x 2

**Three-Year
Grant Subtotal**

\$ 64,109.59

\$ 2,983.50

\$ 7,454.16

\$ 18,506.14

\$ 2,506.14

\$ 95,559.53

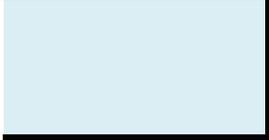
**0: Title I);
Title I)**

Three-Year Grant Subtotal	
\$	874,488.00
\$	55,017.00
\$	12,200.00
\$	3,596.00
\$	-
\$	945,301.00
grams (8,500); Other	

**Three-Year
Grant Subtotal**

\$ -

\$ -



Three-Year Grant Subtotal	
\$	46,360.00
\$	21,863.79
\$	2,025.00
\$	-
\$	-
\$	70,248.79

**Three-Year
Grant Subtotal**

\$ 6,000.00

\$ -

\$ -

\$ -

\$ -

\$ 6,000.00

(le I \$20,000)

**Three-Year
Grant Subtotal**

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

**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**



TABLE OF CONTENTS

Submission Requirements	p. 3
Application Materials	
Cover Page	p. 4
Section 1: Reflection & Planning	p. 5
Section 2: Required Elements, Part 1	p. 7
Required Elements, Part 2	p. 10
Section 3: Explanation of Lack of Capacity to Implement	p. 12
Section 4: Budget	p. 14
Section 5: Assurances & Certifications	p. 15
Resource Information	p. 19

SUBMISSION REQUIREMENTS

1. Submission Deadlines

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

2. Submission Process

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

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

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

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

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

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

COVER PAGE

LEA Contact for Priority Schools

Division: Richmond City Public Schools

Contact Name: Dr. Shannon Smith McCall **Phone:** (804) 780-8592

Address: Office of School Improvement **Email:** ssmith2@richmond.k12.va.us
301 N. 9th Street, Richmond VA 23219

Priority School Information

School Name: Ginter Park Elementary School **Cohort:** IV

Principal Name: Mrs. Indira Williams **Phone:** (804) 780-8193

Address: 3817 Chamberlayne Avenue **Email:** iwilliam@richmond.k12.va.us
Richmond VA 23227

NCES #: 510324001372

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

School Reform Model Selected for the School

Turnaround Transformation *Restart Closure

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

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

SECTION 1: REFLECTION & PLANNING

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

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

I. Future Goals

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

Goal 1: By the end of the academic school year 2015 – 2016, the reading AMO performance of students with disabilities will increase from 55% to 63% as measured by the spring 2016 Standards of Learning Assessment.

Goal 2: By the end of the academic school year 2015 -2016, the reading AMOs for all students will increase from 63% to 75% as measured by the spring 2016 Standards of Learning Assessment.

Goal 3: By the end of the academic school year 2015 – 2016 the mathematics AMOs for all students will increase from 79% to 84% as measured by the spring 2016 Standards of Learning Assessment.

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. Ginter Park's school climate is ever evolving in a positive direction. The School Planning and Management Team continue to follow the practices as outlined in *The Leader in Me* by Stephen Covey. Faculty members and parents were provided with copies of the book, "The Leader in Me" during the 2011 – 2012 school year and a representative from this organization met with stakeholders at the school level. Action items relative to implementation were addressed frequently and included relationship building among staff, students and parents, focus on positive communication, as well as printing posters for display throughout the

building. Training of staff, students and parents will continue in an effort to successfully put forth the initiative. The school will continue implementing the Eight Habits of Successful People as the guiding principles in this cultural change that has served as a positive reflection of the engagements between students, staff, parents and community partners. Additionally, while working through the Transformation Model, stakeholders are made more aware of the critical elements impacting student achievement, inclusive of the role parents are to play in this process. Also, the lack of implementation of the Positive Behavior Intervention System (PBIS) was integral in the lack of student behavioral success. The school must make a concerted effort to implement PBIS to fidelity in order to meet or exceed the goal listed above. To these ends the school will utilize Review 360, a behavior improvement platform, to assist with monitoring the implementation of PBIS and its impact on student behavior and achievement.

2. The most successful strategy used to change the school climate has been consistency. Teachers are encouraged to find creative ways to communicate student progress with parents. A PTA board member participates in making effective school-wide decisions and there has been an increase in consistent messaging of academic and behavioral expectations for students. Other external partners are invited to both participate and facilitate activities with the goal of preparing students for college or career readiness. Staff members assigned to monitor duty in the morning work to move students through the breakfast lines at a rapid pace in an effort to get students in the classrooms in a timely manner.
3. There are no unsuccessful strategies to note.
4. Yes, the primary barriers to further improving the school environment are the neighborhood and community issues that flow into the school building. These community issues are frequent and often times, very difficult to manage. The Family and Community Engagement (FACE) Office will serve as a valuable resource that will be instrumental in overcoming this barrier.

III. Process Steps/Atmosphere of Change

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

1. The Transformation Leadership Team consisting of the principal, assistant principal, content and grade level representatives, parent liaison, district representative/content specialist, Special Education and Title I representatives meet at least twice a month to discuss, review plans and analyze data to determine instructional focus and approaches. Frequently planned Transformation

Leadership Team meetings allow for members to bring issues and ideas to the table for collaborative discussion. The meetings are scheduled 1-2 times a month and are aligned with grade level meetings so that ideas/questions/comments/concerns from each grade level team can be brought forward and collaboratively discussed, as well as build capacity and consistency. These meetings occur 1-2 days before faculty meetings so that ideas can be fine-tuned and presented to the staff. This format gets ideas before the staff rather quickly thus gaining faculty input and support early in the process. This allows a possible turnaround time of 4 days from idea conception to implementation. Input is also received from the SPMT meetings. This group meets monthly and provides support for the school operations. The team includes faculty, parent and community representation.

2. Team members practice vertical planning and are also encouraged to discuss and work through the logistics of ideas with their grade level chairpersons before meetings. This allows for open and honest communication which can then be used to discuss whether or not the Leadership Team will implement ideas. Opinions are listened to, discussed, and respected. Teachers and administrators are most willing to implement effective strategies and suggestions. Minutes of each meeting are recorded so the team can revisit issues for updates and progress. Grade level teams and specialists work together in developing strategies, professional development and monthly progress reports. Decisions are also shared at faculty and instructional meetings, weekly updates, PTA and Partnership meetings, periodic public events and newsletters. At nine week reviews, each school administrator shares their instructional decisions and plans with their division contact who in turn provides that information to the School Board. Further, message points will be established to encourage consistency in informal communication at the conclusion of leadership team meetings.
3. Expectations are established at the beginning of the year. Responsibilities are then assigned by grade level, subject area, or job performance. Responsibilities are discussed for clarification and time is scheduled for follow-up, discussion and reporting. All aspects of the school were included: academic areas, special education, discipline, attendance, community issues and concerns, professional development, school culture, etc. Responsible parties either had the resources to follow through or were given the resources needed, especially with materials, technology, professional development and tutors. Team members first and foremost split responsibilities based on their capability sets. The Transformation Leadership Team consists of the principal, assistant principal, content and grade level representatives, parent liaison, district representative/content specialist, Special Education and Title I representatives. The Department Chairs, Assistant Principals, and Central Office Instructional Specialists all have a good understanding of where their strengths and weaknesses lie with regards to being able to take an idea from concept to implementation. When these divisions are not clear, the Principal and Assistant Principals immediately query the involved parties for possible decisions, and then follow through on that query by determining the optimal path of human capital resource distribution. The principal and assistant principal facilitate the Transformation Leadership Team Meetings and hold all personnel accountable for implementing the next steps that are generated as a result of the stakeholders' input. They provide feedback and guidance that will directly impact the delivery of Tier I instruction and intervention efforts in effort to provide a targeted focus on the individual needs of the students and the needs of the teachers to build their capacity. The district level representatives provide (fiscal and human) support to ensure that the barriers toward

implementation of next steps are minimized or eliminated. They also provide meaningful feedback that can assist with the decision making process that will impact student achievement (academically and behaviorally). Parental input is garnered and considered as the team proceeds with the development of next steps. With regards to limitations on resources, the highest need in the building continues to be a need for highly capable Human Capital. Deliverables are determined based on leadership skill, content area expertise as well as assigned Indicator tasks from Indistar. Responsibilities are also assigned by school administrators based on the interest and expertise of the team members.

4. New strategies and practices are carefully monitored and tracked with the use of data. At each meeting, the strategy or practice was put on the agenda for an update. Although many strategies led to improvement, not all provided the expected gains. The less successful ideas were discussed and tweaked or discarded. The team brainstormed replacement ideas. Each team's strategies are collaboratively monitored and refined by the Grade Level Chair and the Title I Teacher. If a strategy is not working at the grade level, modifications are made. If these strategies have a school-wide impact, their progress (or lack of) are reported in the Transformation Leadership Team meetings so that further ideas for improvement can be integrated into the solution. Strategies are monitored at two levels. The division level: Division-Instructional Support Team visits the schools to monitor implementation of strategies and research-based practices as well as ensure fidelity to the process. This team will also attend grade level meetings and PLC's. The site level: The External Lead partners and the Literacy and Math Coaches will provide feedback as well. The school based administrator monitors the process by conducting walk-throughs, conducting formal observations and disaggregating formative assessments. The Transformation Leadership Team monitors the data bi-monthly to determine the effectiveness of the implementation of strategies used to raise student achievement. If the strategies do not seem to be working, the Instructional Support Team make suggested revisions to the school administrators. Supported by the LEA, the Transformation Leadership Team's recommendations are considered when any revisions relative to instruction are made and are proactively ready to address the problems and eliminate strategies that do not work. The administration provides feedback to individual teachers based on student performance and classroom observations. Specialists and coaches are used to provide assistance to individual teachers. If found that the new strategies are more than an individual concern, professional development is planned and implemented to support the fidelity of implementation and to further determine the effectiveness of the strategy.

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 for additional support in core content areas based on data from:

- PALs, NWEA/MAP Assessments, Interactive Achievement
- Algebra Readiness Diagnostic Tests (ARDT)
- Achieve 3000, i Station
- SOL Assessments
- Report Card Grades
- Teacher Recommendations
- Title I Team Recommendations
- Parent Recommendations
- Benchmark scores
- Bi-weekly scores
- Teacher referral based on classroom performance
- Formative and summative assessments

The data listed above is triangulated. The data is reviewed by the Transformation Leadership Team and the classroom teacher to determine which tiered, differentiated intervention a student will receive. Teachers use a tracking system to manage specific SOL objectives to be revisited and an action plan is developed based upon the needs of students. Additional support in Reading and Math for Exceptional Education students is also determined by the accommodations as outlined in their Individualized Education Plan (IEP). Assessment data such as the following are also used in the triangulation of data reading, SOL scores, benchmark assessments, report card grades as well as level setting/Achieve 3000/iStation. In math, Algebra Readiness, SOL scores, formative assessments embedded with technology enhanced items (TEI), and benchmark assessments are used to determine additional supports.

2. Teachers differentiate learning for students in whole group instruction through:

- Small group instruction, tiered intervention, remediation
- Title I Instruction (push-in)
- Extended Learning Time
- Homework
- Inclusion of differentiated activities denoted within the lesson plans including modified instructional strategies and activities

Tier I, whole group instruction, will continue to be strengthened throughout the school year. This will be enhanced via coaching, modeling, professional development and follow-up based on observations and feedback. Dreambox will be utilized as the research-based mathematics program to support the math achievement of the RPS Priority Summer School students.

3. Additionally, teachers, through formative assessment, determine students' needs, plan instruction to meet those needs and provide the small group instruction and collaborative learning that addresses those needs. Formative assessments are used:

- to monitor student progress
- to measure teacher effectiveness and determine teacher placement
- for analysis to determine the level of content and cognitive alignment to the VDOE curriculum framework

Content teachers work together to develop common assessments and review them for rigor and fidelity. Teachers, through formative assessment, determine students' needs, plan instruction to meet those needs and provide the small group instruction and collaborative learning that address those needs. Based on this data, instructional decisions are made by the classroom teacher, the

Transformation Leadership Team and the school administrator. The formative assessments are used by the Central Support Team in making instructional decisions along with recommendations to the school administrator. District benchmark assessments are given each nine weeks in order to determine strengths and weaknesses of students and programs. A detailed analysis of the data is done and reviewed with teachers to support individualized instruction to meet student needs.

4. A triangulated approach to student outcome data is directly attached to Standard 7 of the Teacher Evaluation System. The goal of this standard is to aid teachers in the process of reflection, strategic planning and implementation in order to provide students with effective and efficient lessons. Teachers have a heightened sense of focus relative to student data, student achievement, and the progress of all students in their classrooms. Teacher progress toward meeting their goal is monitored and technical assistance provided. Lesson plans are submitted electronically to administration and the Title I team of teachers. The principal and the assistant principal divide the plans, by grade levels, for the purpose of review and the provision of feedback that will drive the delivery of instruction. The grade levels are monitored for two weeks before switching, which provides both parties an opportunity to view instruction vertically. The Title I team reviews the plans for an alignment between essential knowledge and relative and rigorous activities. The Transformation Leadership Team members will continue to conduct peer review of lesson plans during departmental meetings, grade level meetings and work collaboratively to ensure lesson plans are aligned. CTAC has been selected to serve as the external partner for Ginter Park Elementary School and will provide support, partially through videos and training modules.

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. The community partners support the school by developing programs that are designed to strategically meet the needs of the students, staff and administration. The supporting programs are developed and maintained by focusing on the most pressing challenges taken directly from the school's needs assessment. Through the school's belief in nourishing a child's mind, body and soul, a partnership has been established through Sports Backers to support a healthy life style through diet and exercise and the Fit4Kids organization is committed to supporting the vision of health.
2. Ginter Park Elementary has selected the Community Training and Assistance Center (CTAC) as its external provider. As outlined in the Scope of Work for the period of October 1, 2015-

September 30, 2016 the following has been identified as school needs as a result of initial interviews and discussions:

- Focused and effective instruction: must be well-planned, standards-based, rigorous and engaging.
- Mentoring for administrators
- Coaching for reading and math
- Strengthened parent involvement and community support and,
- Provision of reporting support

To these ends CTAC will provide coordinators to oversee the overall turnaround effort and to serve as liaisons between the division and the ELTP. The Senior Educational Specialists will provide professional development, leadership development, and evaluation services at the school and division levels. Mentors will be provided for the coach the building administrators. Community Development Specialists will be in place to enhance the school-community connection. A reading and math specialist will be on staff full time to focus on improving the delivery of instruction. The Data Literacy and Analysis Specialists will assist the school with analyzing and compiling data. Lastly, CTAC will provide a Technology Specialist to establish virtual access to the CTAC staff (signed into effect July 7, 2015).

The Leadership Team will continue to enhance the PBIS efforts already established. PBIS will assist in maintaining an environment that is conducive to learning. It is a system that will be easily integrated into the work of the CTAC and the overall programming at Ginter Park Elementary School. Review 360-Behavior Improvement Platform would be instrumental in assisting with reporting as it pertains to the level of implementation and effectiveness of PBIS.

3. Parents are increasing their communication with the school and are taking an interest in the progress being made by the students, teacher and administration. The parents of the students participating in a community based program offers input by completing an annual needs assessment developed by Communities In Schools. At the end of each school year, the data will be collected and used for the next year's program development. CTAC was selected due to their strong track record in engaging parents and communities in the school improvement process. Parents will continue to be involved in the planning and monitoring of school improvement initiatives by participating on the School Improvement Team and providing support on how to improve academic performance will increase this year as a heightened focus will be placed on this endeavor at the onset of the school year. They will be informed bi-monthly of the progress on major school initiatives. Coffee and Teas will be held to share instructional information with the parents.

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. All teachers within our division are assigned to classes within their area of licensure or otherwise demonstrated area of expertise. Principals, in conjunction with a member from the HR department and the internal and external partners, carefully examine the backgrounds, evaluation findings, and track records of each member of the staff and thoughtfully and collaboratively construct the school schedule to match teachers with the classes or course sections in which they (and their students) are most likely to be successful. Adjustments and corrections are made according to student performance, and professional development is provided to strengthen teacher skill-sets as aligned with the needs of the students. The Principal and the Assistant Principal build classrooms according to the needs of students.
2. Accountability for student learning, strategic planning efforts and the impact teachers have on student achievement has been in the forefront of the Ginter Park Elementary School community. The newly implemented teacher evaluation system has served as a framework for teachers, causing them to be more reflective in teaching and learning. A mid-year review of the teacher's goal and progress is completed and if necessary additional assistance is provided by school based and the central office Instructional Support Team. At the start of each academic year and as driven by data, the school administrator goal sets with the teacher. An established measure for monitoring student progress and teacher effectiveness is implemented. Support or additional assistance is provided as needed. To the extent possible, the skill sets of instructional specialists or internal and/or external partners are used to enhance and supplement the quality of feedback and support. The principal and members of OSI will continue to participate in technical assistance opportunities during the school year.
3. Successful teachers at Ginter Park Elementary are identified by their work as denoted by classroom visits, the seven teacher performance standards, student assessment data and participation in events which work to positively influence the school culture. The Principal's agenda, faculty and staff luncheons, faculty and staff outings, public acknowledgements/accolades expressed verbally in meetings and certificates are among the few acknowledgements implemented within the reward system. The implementation of various incentive programs based on student and teacher progress are also used.
4. Teachers in need of support are identified based upon classroom data, the seven teacher performance standards, student assessment data and teacher conferences. Formative assessments and strategy implementations are also used to evaluate the success or lack of success of a teacher. Professional development opportunities are designed or assigned to teachers according to student performance data. The approach to planning teacher professional development /goals for the school year will be driven by the individual needs of teachers, efforts to change teacher behaviors, and to improve the quality of instruction to increase student performance. Data gathered from teacher evaluations and classroom

observations will be analyzed to pinpoint the individual needs of teachers. This tailored approach of developing professional development goals will include an opportunity for teachers to self-reflect on their development and express their thoughts on areas where they would like to further development. All decisions and conversations will be held using various student data points to support the planning of teacher professional goals. Professional development modules will address best teaching practices to impact student diversity in learning, creating rigorous and engaging lessons designed for mastery of all relevant standards of learning. Differentiated professional development and coaching will continue to be a part of the recipe to maintain a high performance school culture designed to improve teacher skills and development and content knowledge with the ultimate goal of improving student learning.

5. Persons in administrative positions are evaluated annually. Specifically, principals at the priority schools are evaluated by the Executive Director of Elementary Schools using the new evaluation document. The evaluation document is narrative and requires professional judgment on the part of the evaluator. The evaluator, trained with professional knowledge (formal study) and skills (practical experience), is responsible for assessing the performance of the principal against outcomes specified by the state, school division, and site. Indicator C1. The evaluation is a two-fold process that involves both formative and summative evaluations. Formative evaluation includes on-going communication with feedback and assistance between the evaluator and the evaluatee. More specifically, formative evaluation is continuous and cyclical. It focuses on improving the overall educational program. This process culminates with summative evaluation which serves as an end, an annual judgment of the administrative performance. It focuses on improvement of individual performance. The entire process represents a collaborative effort in which the evaluator and the evaluatee design the focus of the evaluation, gather supportive data and draw conclusions based on the given data. The evaluation procedure is both formal and informal. The formal procedure includes the following three steps: the initial conference, the interim review, and the annual evaluation. The Executive Director does goal setting with the Principal and completes a formal observation process through an internal monthly accountability procedure-Instructional Support Team. Through the Instructional Support Team, the principal demonstrates instructional leadership capabilities.
6. The relationship between the state, internal partner has gone quite well. The relationship with the external partner is developing as CTAC was recently approved to serve as the External Lead Turnaround Partner. In June, at the conclusion of services for the 2014-15 school year, the OSII Office convened a meeting with the External Lead Turnaround Partner to revisit expectations, efficiency of communication, accountability and reporting. Following this meeting, the OSII Office met with principal to address the outcomes of the previous meeting between the ELTP and the OSII Office. As a result, the heightened expectations of the ELTP are being realized as of June 22, 2015.

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. There is a collaborative process for matters relating to the school improvement effort, which includes stakeholders from the district and school level as well as the internal and external partners. The administrator has established a Transformation Leadership Team that participates in all decisions related to school improvement efforts, the school vision, and the Indistar Plan. The team is comprised of the principal, assistant principals, content and grade level representatives, guidance counselors, district representative/content specialist, Exceptional Education, Title I representative, and literacy and math coaches. The indicators drive the work of the Transformation Leadership Team and tasks outlined in the Indistar plan. Twice a month, the team meets to discuss progress towards completing tasks in the plan. School Improvement requires buy-in by all parties supported by an understanding that all team members are valued and expected to make a positive contribution in the change process. The LTP and the district will establish norms that serve as a systemic approach to gathering data, meeting with administration, observing classroom instruction, and giving timely structured feedback to teachers. The LTP and district will meet regularly to discuss plans, establish next steps and recommendations for school administration and staff. The approach by the LTP and district when working with schools will involve assisting with identifying strengths as well as areas for refinement. This approach will allow each administrator to feel included in the process and valued as the school leader.
2. Existing barriers include teacher turnover, division discipline policies and Human Resource policies that focus on recruitment and hiring. Further, there is a need for additional technology to support Tiered Intervention Programs. The Associate Superintendent for Academic Services, the Executive Director of School Improvement, and the Federal Program Director are working together to support needed technology. In an effort to remove barriers, the participants on the Transformation Leadership Team discuss the positive aspects of removing the barrier. The division representatives are present to hear and participate in the discussion. If it is agreed upon that it is truly a barrier that cannot be removed by the site administrator, the division team then determines which office is best able to address the removal of the barrier. The designated division team member returns and discusses the matter with their division team to determine if they can remove the barrier. If it is determined that they do not have the authority as an office to remove the barrier, the matter is then brought to cabinet and the final decision rest with that body, as a policy may need to be adjusted or amended. Thus far the barriers that have been discussed are being addressed by the site, the ELTP and the division offices. Policy has not been changed at this point. One example of such a division meeting occurred on February 27, 2015 with the Office of School Improvement and Innovation to discuss the needs of the buildings pertaining to ELTP progress and related concerns.

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. Support staff from the district level, in consultation with the School Improvement Team, External Lead Partners and the Transformation Leadership Team, will meet to determine the services that should be maintained and/or eliminated after such federal funds and supports ends. Funding will be sought by the LEA as needed to maintain any supports (fiscal/human) that the teams deem appropriate in an effort to continue to promote student achievement. Multiple data sources will be utilized to help make decisions on a continuum. We also will continue to receive access to content related academic resources. The principal's leadership team, central administration, and the partners will be involved in this process.
2. In preparation for the phase out of funds, supports and services, the Transformation Leadership Team, led by the school principal will review the effectiveness of support services rendered. The team will review performance of staff and impact on student achievement to determine programs to sustain or phase out. Instructional resources and materials will be evaluated (via asset mapping) to determine the need for continued implementation and cost effectiveness. Transition/ Exit conferences with community/school based partnerships will be held to discuss the level of services that will continue. The LEA will provide support for programs and materials that had a positive impact on student achievement by seeking additional grant funds and leveraging existing resources.
3. Based on analysis of data, the LEA and school will determine the specific level of technical and financial assistance needed from the state. Schools in improvement will benefit from state support that offers professional development webinars, extended learning experiences, and professional growth conferences for teachers to ultimately increase student learning. Consider facilitating educational forums that focus on the features of outstanding schools where best practices are discussed.

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.

Not Applicable

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

- (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			
	2012-2013	2013-2014	2014-2015
All Students	30	53	63
Asian	TS	TS	TS
Economically Disadvantaged	30	52	63
Gap Group 1 (Disabled, LEP or Disadvantaged)	28	52	64
Gap Group 2 (formerly Black)	30	53	63
Gap Group 3 (formerly Hispanic)	TS	TS	TS
Limited English Proficient	TS	TS	TS
Students with Disabilities	22	54	61
White	100	50	TS
Math			
All Students	37	69	79
Asian	TS	TS	TS
Economically Disadvantaged	35	68	79
Gap Group 1 (Disabled, LEP or Disadvantaged)	34	68	79
Gap Group 2 (formerly Black)	37	69	79
Gap Group 3 (formerly Hispanic)	TS	TS	TS
Limited English Proficient	TS	TS	TS
Students with Disabilities	22	58	71
White	0	50	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.*

Total number of minutes in the school year required to attend:
 Daily= 360 minutes * 170 days=61,200 minutes/day {the master schedule was altered thus allowing for an additional 5 minutes per day which equaled **62,050 minutes/day** (+850 minutes for 2014-15)}
 Afterschool =120 minutes*48 days=**5,760 minutes/day** {November –May at 2 days/week}
 Summer School =240 minutes*19 days =**4,560 minutes/day** {June-July 4 days/week}
 Saturday Academy = 180 minutes*4 days = **720 minutes/day**

Maximum number of minutes for 2014-15 = 73,090 minutes/day

It is anticipated that Afterschool tutorial will begin in late September or October and provide additional learning time in 2015-2016 = 120 minutes *10 days = 1200 additional minutes. Also an additional day of Saturday Academy will occur in 2015-2016 = 180 minutes * 1 day = 180 minutes/day.

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

Total Enrollment	350
Male	169
Female	181
Asian	4
Black	355
Hispanic	5
White	2
Students with Disability	45
English Language Learner	0
Economically Disadvantaged	301
Migrants	ND
Homeless	29

(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).

The data according to the VDOE Report Cards and preliminary 2014-15 SOL data yields the following: Annual reading scores reveal a significant gain from 2012-2013 to 2013-2014 in grades 3 (36, 53, 52) and 4 (28, 53, 52) yet remained stagnate from 2013-14 to 2014-15. The fifth grade reading scores have increased over the three year period (27, 53, 64). Mathematics has evidenced the same trends from 2012-13 to 2013-2014 with regards to significant gains. Grade 3 (31, 55, 60) experienced a slight increase from 2013-14 to 2014-2015. Grade 4 (45, 84, 79) shows a slight decline yet meeting the

benchmark of 70%. Grade 5 (34, 67, 64) has a negligible decline according to the preliminary data from 203-14 to 2014-15. The school has historically shown poor gains with regard to the exceptional education population in reading. The school experienced a gain from 2012-13 to 2013-2014 yet remained relatively the same from 2013-14 to 2014-15 (22, 54, 55). It is with increased targeted intervention and strengthened tier I instruction through the provision of feedback and professional development that the school will move forward to meet or exceed the FAMO targets.

(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. Date building was built: 1915
2. # of Classrooms: 26
3. Description of library media center: The media center has 6900 books inclusive of nonfiction, fiction, periodicals and reference materials. There are 9 computers for student use and a Smartboard for instructional support.
4. Cafeteria: The cafeteria seats 200 students. There is one serving line used to service students daily for breakfast and lunch.
5. Physical education area: Ginter Park lacks gym space. Therefore, the students spend 95% of their time exercising outside. During inclement weather, students exercise in the auditorium, which is shared with the band and orchestra teachers

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

One hundred percent of all teachers have a desktop computer. Although approximately 85% of classrooms have Smartboards, a systems update is needed for optimal operation. There are seven laptop carts assigned to testing grades. Thus resulting in a 28:1 student to device ratio. The ELTP has concerns about student access to technology. Also available to staff and students are: document cameras, LCD projectors and networked printers for testing grades. iStation, Achieve 3000, ARDT, Interactive Achievement, Gizmos and Reflex Math are programs actively promoted at the district level.

(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
-----------------	---------------------------	-----------------------------------

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

Highly Qualified Teachers:	33	100
Teachers Not Highly Qualified:	0	0

SET 2:

Category	Number of Teachers	Percentage of All Teachers
Teachers with Less Than 3 Years in Grade/Subject:	4	12
Number of Teachers with a Provisional License:	0	0

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

Grade 1 (2) Grade 4 (1) Grade 5 (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
0	1
1	3
2	2
3	1
4	8
5	0
6	0

Years	# Instructional Staff
7	0
8	3
9	2
10	1
11	1
12	3
13	4

Years	# Instructional Staff
14	0
15	1
16	0
17	0
18	0
31	2
37	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	Total # of Days	Teacher
------------	-----------------	---------

Teaching Days	Worked	Attendance Rate
5,610	5,297	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.

The district followed the process outlined by VDOE to select our Lead Turnaround Partner. A rubric was developed to evaluate the LTPs. Seven Lead Turnaround Partners were interviewed and based on results of the rubric, the top three were interviewed again by a parent and community partner group. This group's top LTP was Community Training and Assistance Center (CTAC) which also was the highest ranking LTP from round one of the interview process. The principals made a recommendation for service. The final selection of CTAC was presented to the Superintendent and the school board in March 2014. Once the ELTP was selected, a needs assessment was conducted in order to analyze the operational needs of the school and to make the recommendation for services.

- (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 OSI² team and district designees will support the school in the following ways: monitor LTP staff and interventions; participate in the school's transformational team meetings; strategically align deployment of resources based on data-driven need; continue to research instructional best practices; develop and provide leadership and instructional development. The OSI² will:

1. determine level of oversight, support strategic allocation of resources, identify additional supports that are required by district, Title IA, etc.
2. provide oversight support, and strategic resource allocation (human, material, etc.) to schools
3. provide onsite monitoring by OSI² staff, Executive Directors of Elementary and Secondary or Director of Curriculum and Instruction, to ensure the school is effectively and efficiently addressing the leading and lagging indicators.
4. monitor the utilization of the longitudinal data system to monitor interventions, attendance, discipline, grades, benchmarks, student academic growth, teacher observations and proficiency ratings, instructional time (extended learning time and additional core minutes), teacher feedback provided on lesson planning and observations, parental involvement activities, etc.
4. review and provide feedback on the school improvement plan and feedback to teachers, required VDOE reports and district-level quarterly data analysis meetings to principals
5. promote a collaborative partnership among VDOE facilitator, LTP, district and school with a focus on accountability (includes attendance at VDOE-required trainings, regularly scheduled checkpoint meetings with the ELTP).
6. ensure that parents serve on a variety of committees and that various modalities of communication are disseminated to parents in order to foster parent engagement in the decision-making process.

(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.

The district will ensure implementation of the LTP's intervention model and external facilitators by establishing a district-level turnaround office. The newly created Office of School Improvement and Innovation (OSI²), composed of an Executive Director, two Program Managers, Data Instructional Specialist, Grants Manager, will:

1. tier all priority schools (to determine level of oversight, support strategic allocation of resources, identify additional supports that are required by district, Title IA, etc.)
2. provide oversight (based on tier), support, and strategic resource allocation (human, material, etc.) to schools
3. provide onsite monitoring by OSI² staff, Executive Directors of Elementary and Secondary or Director of Curriculum and Instruction, to include:
 - a) attending monthly or bi-weekly Transformation Leadership Team (TLT) meetings
 - b) using the longitudinal data system to monitor interventions, attendance, discipline, grades, benchmarks, student academic growth, teacher observations and proficiency ratings, instructional time (extended learning time and additional core minutes), teacher feedback provided on lesson planning and observations, parental involvement activities, etc.
4. review and provide feedback on the school improvement plan and feedback to teachers, required VDOE reports and district-level quarterly data analysis meetings to principals
5. promote a collaborative partnership among VDOE facilitator, LTP, district and school with a focus on accountability (includes attendance at VDOE-required trainings, regularly scheduled checkpoint meetings with LTP).

Timeline:

June 2015: CTAC/OSI² will review contract, deliverables and expectations and establish metrics of measurable impact, set goals

June 2015-July 2015: CTAC is supporting job-embedded professional development and data driven training based on evidence collected from observations during the summer school session. They provide 4 hours of training per week.

June 2015 - June 2016: CTAC implementation of LTP services

June 2015 - September 2015: CTAC implementation, targeted professional development, goal-setting for 2015-2016

Monthly meetings with CTAC and OSI²: review of LTP support and measures of growth, recommendations and suggestions

June/July 2016: CTAC reviews results of impact for second year, revisit service contract

September 2015 -2016: attend AARPE training and conduct required follow-up

Weekly: Onsite monitoring by OSI² staff/designees to schools

- (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.

Not Applicable

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.	Not Applicable
2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.	Not Applicable
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).	Not Applicable
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.	Not Applicable

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
 - (b) If selecting a LTP that is not on the state's Low Achieving Schools Contract of Award, the division's procurement policies and procedures are followed.
- (8) Follow Virginia's state requirements for teacher and principal evaluation under the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Virginia Standards for the Professional Practice of Teachers* and the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*.
- (9) Use state determined comprehensive planning tool to:
 - a. Establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
 - b. Document and describe each action to be implemented, who is responsible and date by which action will be completed;
 - c. Collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
 - d. Set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
 - e. Complete an analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school.
- (10) Use an electronic query system to provide principals with quarterly data needed to make data driven decisions at the school-level. See http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml
High schools not meeting the Federal Graduation Indicator (FGI) rate may use the Virginia Early Warning System (VEWS) in lieu of the Virginia Dashboard (*Datacation*). See: http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml
Data points should include, at minimum:
 - Student attendance by student
 - Teacher attendance
 - Benchmark results
 - Reading and mathematics grades
 - Student discipline
 - Phonological Awareness Literacy Screening (PALS) data (Fall and Spring)
 - World-Class Instructional Design and Assessment (WIDA) data for English Language Learners (ELLs)

Virginia Department of Education
Office of School Improvement
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.

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

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): Richmond City Public School System

Priority School: Ginter Park Elementary School

Principal’s Typed Name: Mrs. Indira Williams

Principal’s Signature: _____

Date: _____

Superintendent’s Typed Name: Dr. Dana Bedden

Superintendent’s Signature: _____

Date: _____

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

Resources

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

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

BUDGET SUMMARY FOR: Ginter Park 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	\$ 207,541.35	\$ 205,541.35	\$ 78,372.16	\$ 491,454.86
2000	Employee Benefits	\$ 33,234.19	\$ 32,434.26	\$ 22,601.42	\$ 88,269.87
3000	Purchased Services	\$ 356,007.00	\$ 356,007.00	\$ 348,279.00	\$ 1,060,293.00
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ 27,500.07	\$ 27,101.28	\$ 4,348.58	\$ 58,949.93
6000	Supplies & Materials	\$ 3,000.00	\$ 2,250.00	\$ -	\$ 5,250.00
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 627,282.61	\$ 623,333.89	\$ 453,601.16	\$ 1,704,217.66

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Ginter Park 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
OSII Staff Salaries	OSI&I (5 persons 1- Executive Director (12 mos), 2 Program Managers (12 mos), 1 Instructional Data Specialist (12 mos), 1 Grants Manager (12 mos) (Split between 9 Priority Schools for 12 months) = \$519,239 (less division approx. 4% of salary \$20,000) = \$499,239	\$ 55,471.00	\$ 53,471.00	\$ 51,332.16	\$ 160,274.16
Teacher Stipends	Transformational Leadership Team Stipends 10@\$1000 = total \$10,000 Process Manager: 1 teacher @ (\$3,000.00) to manage Indistar, develop (with principal) agendas and disseminate minutes, ensure timely submission of reports (cannot receive the \$1,000.00)	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 39,000.00
Teacher Stipends for PD	Teacher Stipends for LTP-supported professional development in relation to school improvement efforts outside of contract hours (33 teachers for 12 hours for LTP training / planning (October 2015 - September 2016) @ \$40 /hour= \$15,840.00 and 12 teachers (2 per grade level) for 16 hours for LTP training/planning of school-wide initiatives for Fall 2016 during summer 2016 @\$40 = \$7,680 = \$23,520	\$23,520.00	\$ 23,520.00	\$ -	\$ 47,040.00
Teacher Stipend for Summer School 2016	Summer Program (See RPS Priority School Summer Programs, Training and Initiatives): (18 regular/special education; 1 Lead Teacher (19 teachers *\$40/hr*6 hrs/day [inclusive of 1 hr/day of PD from LTP]*19 days) = \$86,640; 2 PD sessions @ 8 hours days/day for 19 teachers at the same rate of pay = \$12,160; 2 instructional aides (2 aides* \$15.85/hr. *4.5 hrs/day* 19 days) =\$2,710.35	\$101,510.35	\$ 101,510.35	\$ -	\$ 203,020.70
Stipends for Substitute Teachers during teacher Planning/PD Days	Substitute teachers for 6 full days of data analysis, coaching/modeling, professional development and planning throughout the year (5 substitutes *6 grade levels (K-5) *6 planning/PD days @ \$78/day) = \$14,040.00	\$ 14,040.00	\$ 14,040.00	\$ 14,040.00	
Total Compensation		\$ 207,541.35	\$ 205,541.35	\$ 78,372.16	\$ 491,454.86

Personal Services
supported from other
funding sources:

Other Expenses: \$296,850

Executive Admin for OSII Office: \$60,000; Reading (2) and Math Coaches (1) (Title I @ 43,200 x 3 = \$131,600); Afterschool remediation (District \$20,000); Professional development teacher stipend (Title II \$5,250) 35 x 2 days @ \$75/day; Tutors (Title I: \$80,000) (non-degree \$15/hr and degree \$21 hrs/wk for 20 weeks) = \$296,850

Budget Detail: Employee Benefits (2000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Benefits for OSII Staff Salaries	OSI&I (5 persons 1- Executive Director (12 mos), 2 Program Managers (12 mos), 1 Instructional Data Specialist (12 mos), 1 Grants Manager (12 mos) (Split between 9 Priority Schools for 12 months/calculated at 40% of salary) = \$499,239	\$ 22,188.33	\$ 21,388.40	\$ 20,532.86	\$ 64,109.59
FICA for Teacher Stipends	Transformational Leadership Team Stipends 10@\$1000 = total \$10,000 Process Manager: 1 teacher @ (\$3,000.00) to manage Indistar, develop (with principal) agendas and disseminate minutes, ensure timely submission of reports (cannot receive the \$1,000.00)	\$ 994.50	\$ 994.50	\$ 994.50	\$ 2,983.50
FICA for Teacher Stipends for PD	Teacher Stipends for LTP-supported professional development in relation to school improvement efforts outside of contract hours (33 teachers for 12 hours for LTP training / planning (October 2015 - September 2016) @ \$40 /hour= \$27,360.00 and 10 teachers for 16 hours for LTP training / planning summer 2016 (July) @\$40 = \$6,400.	\$ 1,211.76	\$ 1,211.76	\$ -	\$ 2,423.52
FICA for Teacher Stipend for Summer School 2016	Summer Program (See RPS Priority School Summer Programs, Training and Initiatives): (18 regular/special education; 1 Lead Teacher (19 teachers *\$40/hr*6 hrs/day [inclusive of 1 hr/day of PD from LTP]*19 days) = \$86,640; 2 PD sessions @ 8 hours days/day for 19 teachers at the same rate of pay = \$12,160; 2 instructional aides (2 aides* \$15.85/hr. *4.5 hrs/day* 19 days) =\$2,710.35; Total:\$101,510.35	\$ 7,765.54	\$ 7,765.54	\$ -	\$ 15,531.08
FICA for Stipends for Substitute Teachers to allow for teacher PD	Substitute teachers for 6 full days of data analysis, coaching/modeling, professional development and planning throughout the year (5 substitutes *6 grade levels (K-5) *6 planning/PD days @ \$78/day) = \$14,040.00	\$ 1,074.06	\$ 1,074.06	\$ 1,074.06	\$ 3,222.18
Total Employee Benefits		\$ 33,234.19	\$ 32,434.26	\$ 22,601.42	\$ 88,269.87
Employee Benefits supported from other funding sources:	Other Expenses: \$84,691.63 Executive Admin for OSII Office: (Benefits \$24,000: Title I); Reading (2) and Math Coaches (1) (Benefits \$52,640: Title I); Afterschool remediation FICA \$1,530: District); Professional development teacher stipend (FICA \$401.63: Title II); Tutors (FICA \$6,120: Title I) = \$84,691.63				

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	CTAC LTP Services per VDOE approved SOW: 12 months, 32 hours per week @ \$439/student x 468 students = \$329,940/ year (\$27,495/mo) [As of SOW signed into effect 8.10.15]	\$ 329,940.00	\$ 329,940.00	\$ 329,940.00	\$ 989,820.00
VDOE Contractor As prescribed by the Office of School Improvement	Contractor orientation, Reports/data review, Continuous monitoring the alignment of the division, LTP, and the school (300 hours*\$61.13/hr = \$18,339.00)	\$ 18,339.00	\$ 18,339.00	\$ 18,339.00	\$ 55,017.00
Math software licensing (continuation of pilot)	DreamBox web-based intervention math program (continuation of pilot for priority elementary and middle schools) subscription (\$6,100) ... referenced under Instruction question #2	\$ 6,100.00	\$ 6,100.00	\$ -	\$ 12,200.00
Summer School Curriculum Embedded Field Trips	Science Museum (Gr 4/5) \$17 x 60 students = (\$1,020.00); Gr K-2 VA Rep Theater presentation 2 days/5 schools (approx. 380 students) \$/5 elementary schools = (\$608 each school) = \$1,628	\$ 1,628.00	\$ 1,628.00	\$ -	\$ 3,256.00
					\$ -
Total Purchased Services		\$ 356,007.00	\$ 356,007.00	\$ 348,279.00	\$ 1,060,293.00
Purchased Services supported from other funding sources:	Other Expenses: \$23,500 Professional Development (Title IIA: \$5,000); Title I Institute Professional Development (Title I: \$4,000); Other professional development offsite (Title I: \$8,000); Istation (K-2) (Title I: \$6,500)				

Budget Detail: Internal Services (4000)

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

Budget Detail: Other Charges (5000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Summer School Transportation	Summer Program Transportation (19 days w/5 buses and 2 Field Trips w/5 buses) = (\$25,100)	\$ 18,544.00	\$ 18,544.00	\$ -	\$ 37,088.00
Indirect Costs	Based on RPS indirect costs rate of .26 (Restricted Rate)	\$ 8,281.07	\$ 7,882.28	\$ 3,673.58	\$ 19,836.93
Cost Associated with AARPE Training Sessions [food]	The VDOE AARPE Sessions are held at a site provided by Richmond City Public Schools to accommodate the provision of the VDOE Technical Assistance. Sessions are 8 hours in length. (\$1350 per session * 5 Sessions = \$6750.00)	\$ 675.00	\$ 675.00	\$ 675.00	\$ 2,025.00
					\$ -
					\$ -
Total Other Charges		\$ 27,500.07	\$ 27,101.28	\$ 4,348.58	\$ 58,949.93
Other Charges supported from other funding sources:	Insert response here: None				

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
Summer Attendance Incentive	Summer Program: 3 attendance incentive celebrations (3 @ \$1,000) - i.e., Sundae Party (5th grade to plan - measurement, cost, setup, etc.) = \$3,000. Funding will support instructional items that are tied to the incentive activities.	\$ 3,000.00	\$ 2,250.00	\$ -	\$ 5,250.00
					\$ -
					\$ -
					\$ -
					\$ -
Total Supplies		\$ 3,000.00	\$ 2,250.00	\$ -	\$ 5,250.00
<u>Materials/Supplies</u> supported from other funding sources:	Other Expenses: \$3,000 Certificates/school supply incentives (larger prizes for drawings provided by community partners)= (\$3,000)				

Budget Detail: Capital Outlay (8000)

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

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

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



School Year 2015-2016

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



TABLE OF CONTENTS

Submission Requirements	p. 3
Application Materials	
Cover Page	p. 4
Section 1: Reflection & Planning	p. 5
Section 2: Required Elements, Part 1	p. 7
Required Elements, Part 2	p. 10
Section 3: Explanation of Lack of Capacity to Implement	p. 12
Section 4: Budget	p. 14
Section 5: Assurances & Certifications	p. 15
Resource Information	p. 19

SUBMISSION REQUIREMENTS

1. Submission Deadlines

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

2. Submission Process

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

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

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

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

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

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

COVER PAGE

LEA Contact for Priority Schools

Division: Richmond City Public Schools

Contact Name: Dr. Shannon Smith McCall **Phone:** (804) 780-8592

Address: Office of School Improvement **Email:** ssmith2@richmond.k12.va.us
301 N. 9th Street, Richmond, VA 23219

Priority School Information

School Name: Oak Grove Elementary **Cohort:** IV

Principal Name: Mrs. Mary Townes **Phone:** (804)230-5800

Address: 2409 Webber Avenue **Email:** mtownes@richmond.k12.va.us
Richmond, VA 23224

NCES #: 510324001387

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

School Reform Model Selected for the School

Turnaround Transformation *Restart Closure

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

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

SECTION 1: REFLECTION & PLANNING

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

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

I. Future Goals

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

Goal 1: By the end of the academic school year 2015-2016 the performance in reading in the "All Students" subgroup will improve from 41% to 60% or better for the AMO as measured by the 2016 Standards of Learning Assessment.

Goal 2: By the end of the academic school year 2015-2016 the performance in the "All Students" subgroup will improve from 56% to 70% or better for the AMO in Mathematics during the 2015-2016 academic school year, as measured by the Spring 2016 Standards of Learning Assessment.

Goal 3: By the end of the academic school year 2015-2016 the performance in reading in the "Students with Disabilities" subgroup will improve from 21% to 40% or better for the AMO as measured by the 2016 Standards of Learning Assessment.

Goal 4: By the end of the academic school year 2015-2016 the performance in math in the "Students with Disabilities" subgroup will improve from 28% to 45% or better for the AMO as measured by the 2016 Standards of Learning Assessment.

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. Due to the rezoning experienced by Richmond Public Schools two years ago, we received an additional 300 plus students at Oak Grove-Bellemeade Elementary School. In spite of the drastic changes, Oak Grove- Bellemeade's school climate is continuing to evolve into a more conducive environment for teaching and learning as there has been a measurable decrease in student disruptions and office visits, resulting in a more positive and orderly learning environment. Clear expectations and operational procedures have been communicated regularly to all staff members. The importance of time on task will continue to be emphasized and monitored daily to maximize instructional time. The staff has been immersed in on-going quality differentiated professional development opportunities. Teachers are taking ownership of their student data due to the level of transparency and accountability expected by administrators. All decisions are data and student focused to increase student achievement. In addition, our parents have become more cooperative with our guidelines and expectations for student attendance, intake and dismissal procedures which have created a more pleasant atmosphere in the front office. This has set a more pleasant and welcoming tone for the entire school environment. Our student attendance rate for the 2013-2014 SY of 93% has remained consistent for the 2014-2015 school term. We are continuing to address the importance of attendance on a weekly basis through communication with parents. Richmond Public Schools adopted new procedures for punctuality and absences for the 2014-2015 school year which required improved practices in documenting missed days, late arrivals and early dismissals. Stronger implementation of these guidelines during the 2015-16 SY will continue to decrease missed instructional time and increase the learning time. Many staffing changes have been made in grade K-2 in order to build capacity and improve instruction at those grade levels to improve mastery of foundational skills of students as they move into third grade. The grade level teams had the opportunity to meet prior to the end of the school year to exchange information and set dates to meet in the summer for collaboration and planning for aligned instruction. Additionally, the School Leadership Team will plan strategically during a two-day retreat to develop a master calendar, analyze data and create a plan for further school transformation.
2. In order to change the school climate, we established clear expectations and accountability for staff punctuality and attendance. The staff has received training in implementation of positive behavior reinforcement to empower them to effectively manage student behaviors in order to minimize classroom disruptions. The administrative team has been very visible and has placed monitoring of instruction and time on task in the forefront of all other duties in order to stress the importance of maximizing instructional time. The institution of weekly grade level and data meetings with the administration and the Title I Team to assist with aligning instruction has been a priority and has been embraced by the teaching staff. For the 2015-2016 school year we have designated every other Monday for the administrative grade level meeting, each Wednesday for Language Arts staff development, and Thursdays for math staff development. This model will continue for the 2015-2016 school year. Careful documentation and feedback of non-compliance with expectations and ineffective instructional practices have been reviewed with the appropriate staff. Assemblies will continue to be held with students to establish behavioral expectations to acclimate the returning and new students to the positive behavior program and incentives associated with demonstrating desirable behaviors. During the 2015-2016 school year, we are planning monthly/ bi-weekly meetings as needed to

promote positive behaviors and reward students who demonstrate positive behaviors.

3. Thus far, we have been unsuccessful in fully instituting our Positive Behavior Intervention Support Program at Oak Grove-Bellemeade Elementary as we have had many transitions in staff to accommodate the fluctuating student population which has resulted in inconsistency with communicating and following through with the program structures. The ELTP has developed a PLC to plan for effective implementation during the 2015-2016. Furthermore, the school will utilize Review 360, a behavior improvement platform, to assist with monitoring the implementation of PBIS and its impact on student behavior and achievement.
4. Barriers to further improving the school environment include changes in teacher grade level placement, increased enrollment inclusive of ELL students and a highly transient student population.

III. Process Steps/Atmosphere of Change

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

1. The Transformation Leadership Team consisting of the principal, assistant principals, content and grade level representatives, guidance, district representative/content specialist, Special Education and Title I representative, Literacy and Math coaches meet at least twice a month to discuss, review and analyze data to determine instructional focus and approaches. Frequently planned Leadership Team meetings allow members to bring issues and ideas to the table for collaborative discussion. The meetings are scheduled 1-2 days after Grade Level meetings so that ideas/questions/comments/concerns from each grade level team can be brought forward and collaboratively discussed. These meetings occur 1-2 days before faculty meetings so that ideas can be fine-tuned and presented to the staff. This format gets ideas before the staff rather quickly thus gaining faculty input and support early in the process. This allows a possible turnaround time of 4 days from idea conception to implementation. Input is also received from the SPMT meetings. This group meets monthly and provides support for the school operations. The team includes faculty, parent and community representation.
2. Team members practice vertical planning and are also encouraged to discuss and work through the logistics of ideas with their Grade level administrators before meetings. This allows for open and honest communication which can then be used to discuss whether or not the Leadership Team will implement ideas. Opinions were listened to, discussed, and respected. Teachers and administrators were most willing to implement effective strategies and suggestions. Minutes of each meeting were recorded so the team could revisit issues for

updates and progress. Grade level teams and specialists worked together in developing strategies, professional development and monthly progress reports. Decisions are also shared at faculty and instructional meetings, weekly updates, PTA and Partnership meetings, and newsletters. At nine week reviews, each school administrator shares their instructional decisions and plans with their division contact that in turn provides that information to the School Board.

3. Expectations are established at the beginning of the year. Responsibilities are then assigned by grade level, subject area, or job performance. Responsibilities are discussed for clarification and time is scheduled for follow-up, discussion and reporting. All aspects of the school were included: academic areas, special education, discipline, attendance, community issues and concerns, professional development, school culture, etc. Responsible parties either had the resources to follow through or were given the resources needed, especially with materials, technology, professional development and tutors. Team members first and foremost split responsibilities based on their capability sets. The Transformation Leadership Team consists of the principal, assistant principal, content and grade level representatives, parent liaison, district representative/content specialist, Special Education and Title I representatives. The Department Chairs, Assistant Principals, and Central Office Instructional Specialists all have a good understanding of where their strengths and weaknesses lie with regards to being able to take an idea from concept to implementation. When these divisions are not clear, the Principal and Assistant Principals immediately query the involved parties for possible decisions, and then follow through on that query by determining the optimal path of human capital resource distribution. The principal and assistant principal facilitate the Transformation Leadership Team Meetings and hold all personnel accountable for implementing the next steps that are generated as a result of the stakeholders' input. They provide feedback and guidance that will directly impact the delivery of Tier I instruction and intervention efforts in effort to provide a targeted focus on the individual needs of the students and the needs of the teachers to build their capacity. The district level representatives provide (fiscal and human) support to ensure that the barriers toward implementation of next steps are minimized or eliminated. They also provide meaningful feedback that can assist with the decision making process that will impact student achievement (academically and behaviorally). Parental input is garnered and considered as the team proceeds with the development of next steps. With regards to limitations on resources, the highest need in the building continues to be a need for highly capable Human Capital. Deliverables are determined based on leadership skill, content area expertise as well as assigned Indicator tasks from Indistar. Responsibilities are also assigned by school administrators based on the interest and expertise of the team members.
4. New strategies and practices are carefully monitored and tracked with the use of data. At each meeting, the strategy or practice was put on the agenda for an update. Although many strategies led to improvement, not all provided the expected gains. The less successful ideas were discussed and tweaked or discarded. The team brainstormed replacement ideas. Each team's strategies are collaboratively monitored and refined by the Grade Level Chair and the Title I Teacher. If a strategy is not working at the grade level, modifications are made. If these strategies have a school-wide impact, their progress (or lack of) are reported in the Transformation Leadership Team meetings so that further ideas for improvement can be integrated into the solution. Strategies are monitored at two levels. The division level:

Division-Instructional Support Team visits the schools to monitor implementation of strategies and research-based practices as well as ensure fidelity to the process. This team will also attend grade level meetings and PLC's. The site level: The External Lead partners and the Literacy and Math Coaches will provide feedback as well. The school based administrator monitors the process by conducting walk-throughs, conducting formal observations and disaggregating formative assessments. The Transformation Leadership Team monitors the data bi-monthly to determine the effectiveness of the implementation of strategies used to raise student achievement. If the strategies do not seem to be working, the Instructional Support Team make suggested revisions to the school administrators. Supported by the LEA, the Transformation Leadership Team's recommendations are considered when any revisions relative to instruction are made and are proactively ready to address the problems and eliminate strategies that do not work. The administration provides feedback to individual teachers based on student performance and classroom observations. Specialists and coaches are used to provide assistance to individual teachers. If found that the new strategies are more than an individual concern, professional development is planned and implemented to support the fidelity of implementation and to further determine the effectiveness of the strategy.

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 for additional support in core content areas based on data from:
 - PALs, NWEA/MAP Assessments, Interactive Achievement
 - Algebra Readiness Diagnostic Tests (ARDT)
 - Achieve 3000, i Station
 - SOL Assessments
 - Report Card Grades
 - Teacher Recommendations
 - Title I Team Recommendations
 - Parent Recommendations
 - Benchmark scores
 - Bi-weekly scores
 - Teacher referral based on classroom performance
 - Formative and summative assessments

The data listed above is triangulated. The data is reviewed by the Transformation Leadership Team

and the classroom teacher to determine which tiered, differentiated intervention a student will receive. Teachers use a tracking system to manage specific SOL objectives to be revisited and an action plan is developed based upon the needs of students. Additional support in Reading and Math for Exceptional Education students is also determined by the accommodations as outlined in their Individualized Education Plan (IEP). Assessment data such as the following are also used in the triangulation of data reading, SOL scores, benchmark assessments, report card grades as well as level setting/Achieve 3000/iStation. In math, Algebra Readiness, SOL scores, formative assessments embedded with technology enhanced items (TEI), and benchmark assessments are used to determine additional supports.

2. Teachers differentiate learning for students in whole group instruction through:

- Small group instruction, tiered intervention, remediation
- Title I Instruction (push-in)
- Extended Learning Time
- Homework
- Inclusion of differentiated activities denoted within the lesson plans including modified instructional strategies and activities

Tier I, whole group instruction, will continue to be strengthened throughout the school year. This will be enhanced via coaching, modeling, professional development and follow-up based on observations and feedback. Dreambox will be utilized as the research-based mathematics program to support the math achievement of the RPS Priority Summer School students.

3. Additionally, teachers, through formative assessment, determine students' needs, plan instruction to meet those needs and provide the small group instruction and collaborative learning that addresses those needs. Formative assessments are used:

- to monitor student progress
- to measure teacher effectiveness and determine teacher placement
- for analysis to determine the level of content and cognitive alignment to the VDOE curriculum framework

Content teachers work together to develop common assessments and review them for rigor and fidelity. Teachers, through formative assessment, determine students' needs, plan instruction to meet those needs and provide the small group instruction and collaborative learning that address those needs. Based on this data, instructional decisions are made by the classroom teacher, the Transformation Leadership Team and the school administrator. The formative assessments are used by the Central Support Team in making instructional decisions along with recommendations to the school administrator. District benchmark assessments are given each nine weeks in order to determine strengths and weaknesses of students and programs. A detailed analysis of the data is done and reviewed with teachers to support individualized instruction to meet student needs.

4. All teachers received training on the new teacher evaluation system. A team of teachers and leadership staff wrote the teacher evaluation manual. All principals were trained on how to work with their teachers in developing goal setting standards. The standards were reviewed with the teacher and school base administrator and were refined as needed. Teachers were more focused on student data, student achievement, and the progress of all students in their classrooms. Teacher progress toward meeting their goal will be monitored and technical assistance provided. OSI Training Modules will be provided by VDOE. CTAC Lead Turnaround Partners will continue their work through the summer through professional development

facilitation and planning for the upcoming year. The administration will provide professional development and technical assistance for teachers on alignment with standards and Big Ideas and school lesson plan evaluation tool. The assistant principal and principal will receive lesson plans via email from classroom teachers will monitor lesson plans on a weekly basis and provide feedback. A checklist will be used to carefully examine the components included in the lesson plan to improve the effectiveness of planning.

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. The community partners support the school by developing programs that are designed to strategically meet the needs of the students, staff and administration. The supporting programs are developed and maintained by focusing on the most pressing challenges taken directly from the school's needs assessment. Community partners: Commonwealth Chapter of DAR-sponsor development of Butterfly Learning Garden, Celebrate RVA/VCU provide monthly Birthday Parties for students, Micah Partners provide incentives for teachers and students and volunteers, K-1 one-on-one early literacy, Trinity Church provides Thanksgiving Baskets, Capital One also provides Thanksgiving Baskets, Art 180 sponsor art projects, and support for the Summer Book Bus. Day treatment service providers are included in the plan to assist in increasing school attendance, decreasing suspensions with the goal of improving academic performance by enhancing and nurturing positive behavior. Currently, the school has two therapeutic day agencies housed within the building: YCAPP, Intercept, and Family Adolescent Services.
2. Oak Grove Elementary has selected the Community Training and Assistance Center (CTAC) as its external provider. As outlined in the Scope of Work for the period of October 1, 2015-September 30, 2016 the following has been identified as school needs as a result of initial interviews and discussions:
 - Focused and effective instruction: must be well-planned, standards-based, rigorous and engaging.
 - Mentoring for administrators
 - Coaching for reading and math
 - Strengthened parent involvement and community support and,
 - Provision of reporting support

To these ends CTAC will provide coordinators to oversee the overall turnaround effort and to

serve as liaisons between the division and the ELTP. The Senior Educational Specialists will provide professional development, leadership development, and evaluation services at the school and division levels. Mentors will be provided for the coach the building administrators. Community Development Specialists will be in place to enhance the school-community connection. A reading and math specialist will be on staff full time to focus on improving the delivery of instruction. The Data Literacy and Analysis Specialists will assist the school with analyzing and compiling data. Lastly, CTAC will provide a Technology Specialist to establish virtual access to the CTAC staff (signed into effect July 7, 2015).

The Leadership Team will continue to enhance the PBIS efforts already established. PBIS will assist in maintaining an environment that is conducive to learning. It is a system that will be easily integrated into the work of the CTAC and the overall programming at Oak Grove Elementary School. Review 360-Behavior Improvement Platform would be instrumental in assisting with reporting as it pertains to the level of implementation and effectiveness of PBIS.

3. Parents are increasing their communication with the school and are taking an interest the progress being made by the students, teacher and administration. The parents of the students participating in a community based program offers input by completing an annual needs assessment developed by Communities in Schools. At the end of the school year, the data will be collected and used for the next year's program development. The parents continue to increase their contact with the school and community-based programs. With the Communities in Schools Needs Assessment, the parents are given a chance to express the types of programs they would like to see for the upcoming school year. Despite all efforts, parent involvement is still a major concern. The school works in collaboration with the PTA in assuring that the parents are informed and involved in the school improvement process. It would be beneficial for the parents to support the school by encouraging their students to attend school on a regular basis. It is also important for the parents to constantly update all contact information. Parents will continue to be involved in the planning and monitoring of school improvement initiatives by participating on the School Improvement Team and providing support on how to improve academic performance will increase this year as a heightened focus will be placed on this endeavor at the onset of the school year. Parents play a vital role in keeping the school abreast with incidents that may occur in the community. Coffee and Teas are held to share instructional information with the parents.

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. All teachers within our division are assigned to classes within their area of licensure or otherwise demonstrated area of expertise. Principals, in conjunction with a member from the HR department and the internal and external partners, carefully examine the backgrounds, evaluation findings, and track records of each member of the staff and thoughtfully and collaboratively construct the school schedule to match teachers with the classes or course sections in which they (and their students) are most likely to be successful. Adjustments and corrections may need to be made mid-year, but these are usually minimized since initial teacher assignments are conducted strategically.
2. Accountability for student learning and research confirming the strong impact teachers can have on student achievement has been on the forefront of our schools in improvement. Two years ago, we moved toward a decidedly performance-based focus on teacher quality. As a result, teachers are rated on seven quality standards (Teacher Evaluation System) that measure professional practice and student learning throughout the year. Six of the standards measure professional practices such as: content knowledge, lesson plans, instructional delivery, classroom environment, and professionalism. The seventh quality standard, student growth, is based on multiple measures of student growth or student learning over time, not a single assessment. All teachers and administrators are trained on the process throughout the year. Human Resource personnel and the Executive Director of Elementary Education monitor the progress quarterly. Administrators have developed "Look Fors" and are trained to conduct observations based on these criteria. The administrators will lead the teachers in training modules to strengthen Teacher Evaluation Standards 1, 3, 7. In summation, a mid-year review of the teacher's goal and progress is completed and if necessary additional assistance is provided by school based and the central office Instructional Support Team. At the start of each academic year and as driven by data, the school administrator goal sets with the teacher. An established measure for monitoring student progress and teacher effectiveness is implemented. Support or additional assistance is provided as needed. To the extent possible, the skill sets of instructional specialists or internal and/or external partners are used to enhance and supplement the quality of feedback and support.
3. Successful teachers are identified by their work as denoted by classroom visits, the seven teacher performance standards, student assessment data and conferences with the teachers. Faculty and staff luncheons, faculty and staff outings, public acknowledgements/accolades expressed verbally in meetings and framed certificates each semester displayed at the school for public viewing comprise the reward system. The implementation of various incentive programs based on student and teacher progress are also used. Teachers in need of support are identified based upon classroom data, the seven teacher performance standards, student assessment data and teacher conferences. Formative assessments and strategy implementations are also used to evaluate the success or lack of success of a teacher. Noting the strategies as well as how and when a teacher implements them is helpful in identifying teacher weaknesses and targeting the type of professional development that is needed to

assist him/her.

- 4 The approach to planning teacher professional development /goals for the 2015-2016 school year will be driven by the individual needs of teachers, efforts to change teacher behaviors, and to improve the quality of instruction to increase student performance. Data gathered from teacher evaluations and classroom observations will be analyzed to pinpoint the individual needs of teachers. This tailored approach of developing professional development goals will include an opportunity for teachers to self-reflect on their development and identify areas for more improvement. Professional development modules will address best teaching practices to impact student diversity in learning, creating rigorous and engaging lessons designed for mastery of all relevant standards of learning. Differentiated professional development and coaching will continue to be a part of the recipe to maintain a high performance school culture designed to improve teacher skills and development and content knowledge with the ultimate goal of improving student learning.
- 5 The principal reports to the Executive Director of Elementary Instruction. The director and principal collaborate on goal setting procedures. A formal observation process conducted by the Executive Director of Secondary Education through an internal monthly accountability procedure. The principal will be evaluated annually using the district's principal evaluation tool that incorporates the 7 Performance Standards recommended by VDOE. Specifically, principals at the Priority schools are evaluated by the Executive Director of Elementary Education using both a self- evaluation document and a professional growth focus based on the Standards of Principals. The evaluation is a two-fold process. It involves both formative and summative evaluations. Formative evaluation includes on-going communication with feedback and assistance between the evaluator and the principal.
- 6 The relationship between the state, internal partner has gone quite well. The relationship with the external partner is developing as CTAC and will continue to be a collaborative effort between the administrators and the transformational leadership team. In June, at the conclusion of services for the 2014-15 school year, the OSII Office convened a meeting with the External Lead Turnaround Partner to revisit expectations, efficiency of communication, accountability and reporting. Following this meeting, the OSII Office met with principal to address the outcomes of the previous meeting between the ELTP and the OSII Office. As a result, the heightened expectations of the ELTP are being realized as of June 22, 2015.

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 decision-making process with regards to school improvement is a collaborative effort

between the administrative team and the school's leadership team. The principal, as the instructional leader, facilitates the decision-making process with support from the Internal and External Leader Partners. The decision-making process includes reviewing, monitoring, and evaluating student data as well as developing strategies to address areas for refinement. The school improvement plan and the cycle of continuous improvement are monitored and progress determined through monthly meetings. One particular area of focus is on student remediation. The administrative and leadership teams coordinate and monitor student interventions in order to determine those areas of instruction where modifications are needed. Through a collaborative approach to decision-making, school staff and administration take full ownership of the school improvement process, including outcomes and next steps.

2. Existing barriers include teacher turnover, division discipline policies and certain Human Resource policies. There is a need for additional technology to allow more accommodation to address Tiered Intervention Programs. The Chief Academic Officer and the Federal Program Director are working together to order needed technology. A Human Resource committee has been formed by the school board to review and reform Human Resource policies.

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. Support staff from the district level, in consultation with the School Improvement Manager, External Lead Partners and the school's leadership team, will meet to determine the services that should be maintained and/or eliminated. Multiple data sources will be used to help make those decisions. Funding will be sought by the LEA as needed to maintain any supports (fiscal/human) that the teams deem appropriate in an effort to continue to promote student achievement. We also should continue to receive access to content related academic resources. The principal's leadership team, central administration, and the Partners should be involved in this process.
2. In preparation for the phase out of funds, supports and services, the Leadership Team, led by the school principal will review the effectiveness of support services rendered. The team will review performance of staff and impact on student achievement to determine programs to sustain or phase out. Instructional resources and materials will be evaluated (via asset mapping) to determine the need for continued implementation and cost effectiveness. Instructional resources and materials will be evaluated to determine the need for continued implementation and cost effectiveness. Transition/ Exit conferences with community/school based partnerships will be held to discuss the level of services that will continue. The LEA will provide support for programs and materials that had a positive impact on student achievement by seeking additional grant funds and leveraging existing resources.
3. Additional funding for literacy and math coaches would also be most helpful. Based on analysis of data, the LEA and school will determine the specific level of technical and financial

assistance needed from the state. Schools in Improvement will benefit from state support that offers professional development webinars, extended learning experiences, and professional growth conferences for teachers to ultimately increase student learning. Next year, educational forums facilitated by the state that focus on the features of outstanding schools would be beneficial in discussing best school practices.

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.

Not Applicable

- (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			
	2012-2013	2013-2014	2014-2015
All Students	40	39	41
Asian	TS	TS	TS
Economically Disadvantaged	39	39	39
Gap Group 1 (Disabled, LEP or Disadvantaged)	39	38	41
Gap Group 2 (formerly Black)	42	37	39
Gap Group 3 (formerly Hispanic)	0	47	41
Limited English Proficient	TS	50	13
Students with Disabilities	19	12	23
White	20	50	100
Math			
All Students	52	46	56

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

Asian	TS	TS	TS
Economically Disadvantaged	51	48	56
Gap Group 1 (Disabled, LEP or Disadvantaged)	51	46	57
Gap Group 2 (formerly Black)	53	44	55
Gap Group 3 (formerly Hispanic)	0	70	57
Limited English Proficient	TS	71	50
Students with Disabilities	27	14	28
White	40	75	100

- (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.*

Total number of minutes in the school year required to attend:
 Daily= 360 minutes * 170 days=61,200 minutes/day {the master schedule was altered thus allowing for an additional 5 minutes per day which equaled **62,050 minutes/day** (+850 minutes for 2014-15)}
 Afterschool =120 minutes*48 days=**5,760 minutes/day** {November –May at 2 days/week}
 Summer School =240 minutes*19 days =**4,560 minutes/day** {June-July 4 days/week}
 Saturday Academy = 180 minutes*4 days = **720 minutes/day**
Maximum number of minutes for 2014-15 = 73,090 minutes/day
 It is anticipated that Afterschool tutorial will begin in late September or October and provide additional learning time in 2015-2016 = 120 minutes *10 days = 1200 additional minutes. Also an additional day of Saturday Academy will occur in 2015-2016 = 180 minutes * 1 day = 180 minutes/day.

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

Total Enrollment	598
Male	315
Female	283
Asian	1
Black	515
Hispanic	65
White	8
Students with Disability	96
English Language Learner	53
Economically Disadvantaged	538
Migrants	ND
Homeless	34

- (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).

The data according to the VDOE Report Cards and preliminary 2014-15 SOL data yields the following: Annual reading scores reveal a downward trend over the three year period for grade 3 (51, 33 29) with little or no change in performance in grade 4 (26, 37, 33) and grade 5 (46, 46, 46) over the same period of time. The grade 3 (51, 37, 31) math performance mirrors the trend for grade 3 reading over the three year period. Grade 4 (33, 54, 57) mathematics shows an upward trend over the three year period. Grade 5 (78, 50, 70) math evidenced a significant decline from 2012-13 to 2013-14; however they rebounded with a significant gain (+20) from 2013-2014 to 2014-2015. In further, reviewing the AMO current year and three-year trend data for Oak Grove-Bellemade Elementary School, it is evident that minimal progress has been made in the area of reading over the last three years as the data has remained stagnant despite the increase in the student population in 2013-2014 as a result of rezoning wherein the student population doubled in size. As evidenced by the 2014-2015 student performance data, a two- point gain has been made in the "All students" subgroup as well as slight increases in the other all other subgroups exclusive of the LEP students. The LEP group has demonstrated a decline in by 14 points in reading which we attribute to our population of English Language Learners who often lack prerequisite skills for their assigned grade levels coupled with transiency which occurs throughout the school year. Additional support will be provided for targeted LEP students through the ESL small group tutoring program held on Saturdays to increase foundational skills necessary to effectively access the curriculum standards. The student performance in mathematics for all students has shown a ten point increase from 2013-2014 to 2014-2015 and all Gap Groups with the exception of Gap Group 3 and the LEP group has increased by at least ten points or better. Based on the measures that we are implementing for the upcoming year, we will continue to show an increase in mathematics in all subgroups as the LEP students will receive additional support through having a full time ESL Teacher who will work in the classroom to collaborate with teachers in order to meet the unique needs of the students in this content area.

- (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. The date the building was built: January 2013
2. Number of classrooms: 42

3. Description of the Library Media Center: The media center is a state of the art space with a collection of 8,500 books including fiction, nonfiction, reference materials and periodicals. There is a Smart Board with LCD projector as well as DVD and VCR. Also, there are six computer stations available for student use.
4. Description of the cafeteria: The cafeteria is designed as an open commons area surrounded by numerous windows with a view of the courtyard and Butterfly Garden. The cafeteria has two serving lines for staff and students and can seat at least 167 students.
5. Description of areas for physical education/recess:
There is no designated space in the school building for physical education due to the design of the building. All physical education activities are held in the adjacent community center. Daily recess is held on the school's playground located in the courtyard.

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

One hundred percent of all classroom teachers at Oak Grove Bellemeade Elementary School have a desktop or laptop computer and a Smart Board with an LCD projector in their classrooms. The following are available for students and staff to use:

Full wireless access

Laptop carts with laptop computers for every student in third through fifth grade

Document cameras

Calculators

IPADs for students in grades K-2 (at least five per classroom)

(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:	47	90
Teachers Not Highly Qualified:	5	10

SET 2:

Category	Number of Teachers	Percentage of All Teachers
Teachers with Less Than 3 Years in Grade/Subject:	18	35

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

Number of Teachers with a Provisional License:	5	10
--	---	----

(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)).

Kindergarten (3) Grade 1 (3) Grade 2 (3) Grade 3 (3) Grade 4 (3) Grade 5 (3)

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

Years	# Instructional Staff
0	9
1	3
2	3
3	1
4	2
5	2
6	6

Years	# Instructional Staff
7	3
8	4
9	2
10	4
11	2
12	1
14	1

Years	# Instructional Staff
15	1
17	1
19	1
23	1
24	2
27	1
29	1
32	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
8,840	8,044	91%

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.

The district followed the process outlined by VDOE to select our Lead Turnaround Partner. A rubric was developed to evaluate the LTPs. Seven Lead Turnaround Partners were interviewed and based on results of the rubric, the top three were interviewed again by a parent and community partner group. This group's top LTP was Community Training and Assistance Center (CTAC) which also was the highest ranking LTP from round one of the interview process. The principals made a recommendation for service. The final selection of CTAC was presented to the Superintendent and the school board in March 2014. Once the ELTP was selected, a needs assessment was conducted in order to analyze the operational needs of the school and to make the recommendation for services.

- (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 OSI² team and district designees will support the school in the following ways: monitor LTP staff and interventions; participate in the school's transformational team meetings; strategically align deployment of resources based on data-driven need; continue to research instructional best practices; develop and provide leadership and instructional development. The OSI² will:

1. determine level of oversight, support strategic allocation of resources, identify additional supports that are required by district, Title IA, etc.
2. provide oversight support, and strategic resource allocation (human, material, etc.) to schools
3. provide onsite monitoring by OSI² staff, Executive Directors of Elementary and Secondary or Director of Curriculum and Instruction, to ensure the school is effectively and efficiently addressing the leading and lagging indicators.
4. monitor the utilization of the longitudinal data system to monitor interventions, attendance, discipline, grades, benchmarks, student academic growth, teacher observations and proficiency ratings, instructional time (extended learning time and additional core minutes), teacher feedback provided on lesson planning and observations, parental involvement activities, etc.
4. review and provide feedback on the school improvement plan and feedback to teachers, required VDOE reports and district-level quarterly data analysis meetings to principals
5. promote a collaborative partnership among VDOE facilitator, LTP, district and school with a focus on accountability (includes attendance at VDOE-required trainings, regularly scheduled checkpoint meetings with the ELTP).
6. ensure that parents serve on a variety of committees and that various modalities of communication are disseminated to parents in order to foster parent engagement in the decision-making process.

(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.

The district will ensure implementation of the LTP's intervention model and external facilitators by establishing a district-level turnaround office. The newly created Office of School Improvement and Innovation (OSI²), composed of an Executive Director, two Program Managers, Data Instructional Specialist, Grants Manager, will:

1. tier all priority schools (to determine level of oversight, support strategic allocation of resources, identify additional supports that are required by district, Title IA, etc.)
2. provide oversight (based on tier), support, and strategic resource allocation (human, material, etc.)

to schools

3. provide onsite monitoring by OSI² staff, Executive Directors of Elementary and Secondary or Director of Curriculum and Instruction, to include:

- a) attending monthly or bi-weekly Transformation Leadership Team (TLT) meetings
- b) using the longitudinal data system to monitor interventions, attendance, discipline, grades, benchmarks, student academic growth, teacher observations and proficiency ratings, instructional time (extended learning time and additional core minutes), teacher feedback provided on lesson planning and observations, parental involvement activities, etc.

4. review and provide feedback on the school improvement plan and feedback to teachers, required VDOE reports and district-level quarterly data analysis meetings to principals

5. promote a collaborative partnership among VDOE facilitator, LTP, district and school with a focus on accountability (includes attendance at VDOE-required trainings, regularly scheduled checkpoint meetings with LTP).

Timeline:

June 2015: CTAC/OSI² will review contract, deliverables and expectations and establish metrics of measurable impact, set goals

June 2015-July 2015: CTAC is supporting job-embedded professional development and data driven training based on evidence collected from observations during the summer school session. They provide 4 hours of training per week.

June 2015 - June 2016: CTAC implementation of LTP services

June 2015 - September 2015: CTAC implementation, targeted professional development, goal-setting for 2015-2016

Monthly meetings with CTAC and OSI²: review of LTP support and measures of growth, recommendations and suggestions

June/July 2016: CTAC reviews results of impact for second year, revisit service contract

September 2015 -2016: attend AARPE training and conduct required follow-up

Weekly: Onsite monitoring by OSI² staff/designees to schools

- (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.

Not Applicable

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.	Not Applicable
2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.	Not Applicable
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).	Not Applicable
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.	Not Applicable

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
 - (b) If selecting a LTP that is not on the state's Low Achieving Schools Contract of Award, the division's procurement policies and procedures are followed.
- (8) Follow Virginia's state requirements for teacher and principal evaluation under the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Virginia Standards for the Professional Practice of Teachers* and the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*.
- (9) Use state determined comprehensive planning tool to:
 - a. Establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
 - b. Document and describe each action to be implemented, who is responsible and date by which action will be completed;
 - c. Collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
 - d. Set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
 - e. Complete an analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school.
- (10) Use an electronic query system to provide principals with quarterly data needed to make data driven decisions at the school-level. See http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml
High schools not meeting the Federal Graduation Indicator (FGI) rate may use the Virginia Early Warning System (VEWS) in lieu of the Virginia Dashboard (*Datacation*). See: http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml
Data points should include, at minimum:
 - Student attendance by student
 - Teacher attendance
 - Benchmark results
 - Reading and mathematics grades
 - Student discipline
 - Phonological Awareness Literacy Screening (PALS) data (Fall and Spring)
 - World-Class Instructional Design and Assessment (WIDA) data for English Language Learners (ELLs)

Virginia Department of Education
Office of School Improvement
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.

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

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): Richmond City Public Schools

Priority School: Oak Grove Elementary School

Principal’s Typed Name: Mrs. Mary Townes

Principal’s Signature: _____

Date: _____

Superintendent’s Typed Name: Dr. Dana Bedden

Superintendent’s Signature: _____

Date: _____

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

Resources

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

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

BUDGET SUMMARY FOR: Oak Grove 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	\$ 248,586.17	\$ 246,586.17	\$ 78,372.16	\$ 573,544.50
2000	Employee Benefits	\$ 36,961.62	\$ 36,161.69	\$ 22,601.42	\$ 95,724.73
3000	Purchased Services	\$ 328,269.00	\$ 328,269.00	\$ 266,498.00	\$ 923,036.00
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ 33,230.90	\$ 32,808.71	\$ 4,278.38	\$ 70,317.99
6000	Supplies & Materials	\$ 3,000.00	\$ 3,000.00	\$ -	\$ 6,000.00
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 650,047.69	\$ 646,825.57	\$ 371,749.96	\$ 1,668,623.22

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Oak Grove 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
OSII Staff Salaries	OSI&I (5 persons 1- Executive Director (12 mos), 2 Program Managers (12 mos), 1 Instructional Data Specialist (12 mos), 1 Grants Manager (12 mos) (Split between 9 Priority Schools for 12 months) = \$519,239 (less division approx. 4% of salary \$20,000) = \$499,239/9 schools	\$ 55,471.00	\$ 53,471.00	\$ 51,332.16	\$ 160,274.16
Teacher Stipends	Transformational Leadership Team Stipends 10@\$1000 = total \$10,000 Process Manager: 1 teacher @ (\$3,000.00) to manage Indistar, develop (with principal) agendas and disseminate minutes, ensure timely submission of reports (cannot receive the \$1,000.00)	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 39,000.00
Teacher Stipends for PD	Teacher Stipends for LTP-supported professional development in relation to school improvement efforts outside of contract hours (52 teachers for 18 hours for LTP training/planning (October 2015- September 2016) x \$40)= \$37,440 and 12 teachers (2 per grade level) for 16 hours for LTP training/planning of school-wide initiatives for Fall 2016 during summer 2016 @\$40 = \$7,680 = \$45,120	\$ 45,120.00	\$ 45,120.00	\$ -	\$ 90,240.00
Teacher Stipend for Summer School 2016	Summer Program (See RPS Priority School Summer Programs, Training and Initiatives) (23 regular/special education*\$40/hr*6 hours/day [inclusive of 1 hr/day of PD from LTP]*19 days =\$104,880.00) - 2 PD sessions @ 8 hour days for 23 teachers at the same rate of pay=\$14,720.00. 1 instructional aide for 19 (4.5 hour) days@\$15.85/hr=\$1,135.17 (Total Costs =\$120,955.17	\$120,955.17	\$ 120,955.17	\$ -	\$ 241,910.34
Stipends for Substitute Teacher during Teacher Planning/PD Days	Substitutes for 6 full days of data analysis, coaching/modeling, professional development and planning throughout the year (5 substitutes x 6 (K, 1, 2, 3, 4, 5) days @ \$78/day x 6 planning/PD days	\$ 14,040.00	\$ 14,040.00	\$ 14,040.00	
Total Compensation		\$ 248,586.17	\$ 246,586.17	\$ 78,372.16	\$ 573,544.50

Personal Services

supported from other
funding sources:

Other Expenses: \$246,850

Executive Admin for OSII Office (Title I \$6,500); Division Ex ED's (\$10,000); Division Specialists Reading/Math (Division \$5,500); Reading (2) and Math Coaches (2) (Title I @ 43,200 x 4 = \$172,800); Afterschool remediation (District \$18,000); Professional development teacher stipend (Title II \$5,250) 35 x 2 days @ \$75/day; Tutors (Title I: \$80,000) (non-degree \$15/hr and degree \$21 hrs/wk for 20 weeks)

Budget Detail: Employee Benefits (2000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Benefits for OSII Staff Salaries	OSI&I (5 persons 1- Executive Director (12 mos), 2 Program Managers (12 mos), 1 Instructional Data Specialist (12 mos), 1 Grants Manager (12 mos) (Split between 9 Priority Schools for 12 months/calculated at 40% of salary) = \$499,239	\$ 22,188.33	\$ 21,388.40	\$ 20,532.86	\$ 64,109.59
FICA for Teacher Stipends	Transformational Leadership Team Stipends 10@\$1000 = total \$10,000 Process Manager: 1 teacher @ (\$3,000.00) to manage Indistar, develop (with principal) agendas and disseminate minutes, ensure timely submission of reports (cannot receive the \$1,000.00)	\$ 994.50	\$ 994.50	\$ 994.50	\$ 2,983.50
FICA for Teacher Stipends for PD	Teacher Stipends for LTP-supported professional development in relation to school improvement efforts outside of contract hours (52 teachers for 18 hours for LTP training/planning (October 2015- September 2016) x \$40)= \$37,440 and 12 teachers (2 per grade level) for 16 hours for LTP training/planning of school-wide initiatives for Fall 2016 during summer 2016 @\$40 = \$7,680 = \$45,120	\$ 3,451.68	\$ 3,451.68	\$ -	\$ 6,903.36
FICA for Teacher Stipend for Summer School 2016	Summer Program (See RPS Priority School Summer Programs, Training and Initiatives) (23 regular/special education*\$40/hr*6 hours/day [inclusive of 1 hr/day of PD from LTP]*19 days =\$104,880.00) - 2 PD sessions @ 8 hour days for 23 teachers at the same rate of pay=\$14,720.00. 1 instructional aide for 19 (4.5 hour) days@\$15.85/hr=\$1,355.17 (Total Costs =\$120,955.17	\$ 9,253.05	\$ 9,253.05	\$ -	\$ 18,506.10
FICA for Stipends for Substitute Teachers for Teacher Planning/PD Days	Substitutes for 6 6-hour days of data analysis, coaching/modeling, professional development and planning throughout the year (5 substitutes x 6 (K, 1, 2, 3, 4, 5) days x 6 planning/PD dates	\$ 1,074.06	\$ 1,074.06	\$ 1,074.06	\$ 3,222.18
Total Employee Benefits		\$ 36,961.62	\$ 36,161.69	\$ 22,601.42	\$ 95,724.73
Employee Benefits supported from other funding sources:	Other Expenses: \$84,841.63 Executive Admin for OSII Office: (Benefits \$2,800: Title I); Division Ex ED's (\$5,000); Reading (2) and Math Coaches (1) (Benefits \$69,120: Title I); Afterschool remediation FICA \$1,400: District); Professional development teacher stipend (FICA \$401.63: Title II); Tutors (FICA \$6,120: Title I)				

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	CTAC LTP Services per VDOE approved SOW: 12 months, 32 hours per week @ \$439/student x 688 students = \$308,617/ year (\$25,169.33/mo)	\$ 302,032.00	\$ 302,032.00	\$ 248,159.00	\$ 852,223.00
VDOE Contractor As prescribed by the Office of School Improvement	Contractor orientation, Reports/data review, Continuous monitoring the alignment of the division, LTP, and the school (300 hours*\$61.13/hr = \$18,339.00)	\$ 18,339.00	\$ 18,339.00	\$ 18,339.00	\$ 55,017.00
Math software licensing (continuation of pilot)	DreamBox web-based intervention math program (continuation of pilot for priority elementary and middle schools) subscription (\$6,100)noted under Instruction #2	\$ 6,100.00	\$ 6,100.00	\$ -	\$ 12,200.00
Summer School Curriculum Embedded Field Trips	Science Museum (Gr 4/5) \$17 x 70 students = (\$1,190); Gr K-2 VA Rep Theater presentation 2 days/5 schools (approx. 380 students) \$3,040/5 elementary schools = (\$608 each school) = \$1,628	\$ 1,798.00	\$ 1,798.00	\$ -	\$ 3,596.00
					\$ -
Total Purchased Services		\$ 328,269.00	\$ 328,269.00	\$ 266,498.00	\$ 923,036.00
<u>Purchased Services</u> supported from other funding sources:	Other Expenses: \$30,500 Professional Development/Conferences (Title IIA: \$5,000); Title I Institute Professional Development (Title I: \$2,000); Intervention Programs (8,500); Other professional development offsite (Title I: \$15,000);				

Budget Detail: Internal Services (4000)

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

Budget Detail: Other Charges (5000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Summer School Transportation	Summer Program Transportation (19 days w/5 buses and 2 Field Trips w/5 buses) = (\$15,060.00)	\$ 23,180.00	\$ 23,180.00	\$ -	\$ 46,360.00
Indirect Costs	Based on RPS indirect costs rate of .26 (Restricted Rate)	\$ 9,375.90	\$ 8,953.71	\$ 3,603.38	\$ 21,932.99
Cost Associated with AARPE Training Sessions [food]	The VDOE AARPE Sessions are held at a site provided by Richmond City Public Schools to accommodate the provision of the VDOE Technical Assistance. Sessions are 8 hours in length. (\$1350 per session * 5 Sessions = \$6750.00)	\$ 675.00	\$ 675.00	\$ 675.00	\$ 2,025.00
					\$ -
					\$ -
Total Other Charges		\$ 33,230.90	\$ 32,808.71	\$ 4,278.38	\$ 70,317.99
Other Charges supported from other funding sources:	Insert response here: None				

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
Summer Attendance Incentive	Summer Program: 3 attendance incentive celebrations (3 @ \$650) - i.e., Sundae Party (5th grade to plan - measurement, cost, setup, etc.) = \$1,950. Funding will support instructional items that are tied to the incentive activity.	\$ 3,000.00	\$ 3,000.00	\$ -	\$ 6,000.00
					\$ -
					\$ -
					\$ -
					\$ -
Total Supplies		\$ 3,000.00	\$ 3,000.00	\$ -	\$ 6,000.00
<u>Materials/Supplies</u> supported from other funding sources:	Other Expenses: \$23,000 Certificates/school supply incentives (larger prizes for drawings provided by community partners)= (\$3,000); Curriculum materials (Title I \$20,000)				

Budget Detail: Capital Outlay (8000)

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