

Tab 1: Division and School Information

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| Division Name | Accomack County Public Schools |
| Contact | Maribeth Haines |
| Address Line 1 | 23296 Courthouse Ave. |
| Address Line 2 | P.O. Box 330 |
| City, VA, zipcode | Accomac, VA 23301 |
| Email Address | maribeth.haines@accomack.k12.va.us |
| Telephone Number | 757-787-5754 |

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

| | | | | | | | |
|-------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------------------------------|-----------|--------------------------|------------|
| School 1 Name | Metompkin Elementary School | Indicate which model the school has chosen with an X. | | | | | |
| Principal Name | Jessie Duncil | 1 | <input type="checkbox"/> | USED School Turnaround | | | |
| Address Line 1 | 24501 Parksley Rd. | 2 | <input checked="" type="checkbox"/> | USED Transformation Model | | | |
| Address Line 2 | | 3 | <input type="checkbox"/> | USED Turnaround Principles - same as Transformation Model | | | |
| City, VA, zipcode | Parksley, VA 23421 | Indicate the source of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X. | | | | | |
| Email Address | jessie.duncil@accomack.k12.va.us | | <input type="checkbox"/> | 1003(a) | | | |
| Telephone Number | 757-665-1299 | | <input checked="" type="checkbox"/> | 1003(g) | | | |
| NCES ID #: 5.10006E+11 | | Indicate this school's cohort with an X. | | | | | |
| NCES ID Link: | http://nces.ed.gov/ccd/schoolsearch/ | <input type="checkbox"/> | Cohort I | <input type="checkbox"/> | Cohort II | <input type="checkbox"/> | Cohort III |
| | | <input type="checkbox"/> | Cohort IV | <input checked="" type="checkbox"/> | Cohort V | | |
| | | Indicate this school's tier with an X. | | | | | |
| | | <input type="checkbox"/> | Tier I | <input type="checkbox"/> | Tier II | <input type="checkbox"/> | Tier III |

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| School 2 Name | | Indicate which model the school has chosen with an X. | | | |
| Principal Name | | 1 | <input type="checkbox"/> | USED School Turnaround | |
| Address Line 1 | | 2 | <input type="checkbox"/> | USED Transformation Model | |
| Address Line 2 | | 3 | <input type="checkbox"/> | USED Turnaround Principles - same as Transformation Model | |
| City, VA, zipcode | | Indicate the source of funding for which the school is eligible, and that you have selected to apply for. Indicate with an X. | | | |
| Email Address | | | <input type="checkbox"/> | 1003(a) | |
| Telephone Number | | | <input type="checkbox"/> | 1003(a) | |

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

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| School 1 Name: | Metompkin Elementary School |
| <p>Reflections and Planning Use this tab to reflect on the past year's improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 2014-2015 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.</p> | |
| Question | Response |
| <p>Future Goals: 1. Please list 3- 5 goals for the upcoming school year:</p> | <ol style="list-style-type: none"> 1. MES will reduce the failure rate on the 2014-2015 VA SOL English assessments by 10% in grades 3, 4, and 5 from 46% to at least a 51.4% pass rate, with a division goal of 72%, and ultimately 75% by 2017. 2. MES will reduce the failure rate on the 2014-2015 VA SOL Mathematics assessments by 10% in grades 3, 4, and 5 from 45% to at least a 51% pass rate with the division goal of 68% for all schools. 3. During the 2014-2015 school year, the school administration will evaluate and provide feedback to 100% of staff members as demonstrated by the use of a monitoring chart to schedule and track evaluations, completion of lesson plan feedback forms, and increased student achievement on the SOL per goals 1 and 2, aligned with Virginia teacher standard #7. |

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| <p>School Climate:</p> <p>1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year?</p> <p>b. What were the most successful strategies used to change the school climate?</p> <p>c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p> | <p>1.a. The climate at the beginning of the school year was one of confusion and wonder as the staff was informed of the priority status, the removal of the principal, and reassignment of a familiar division leader to the school as principal. The negative climate turned to tentative and then to positive in terms of everyone’s willingness to accept support and direction moving forward. The staff is committed to doing what is best for students and they yearn to know exactly how to make that the reality in terms of increasing student achievement. Student attendance is 94% and discipline referrals are not high, but several chronic behaviors exist at various grade levels, mainly in the category of defiance. The lack of a schoolwide discipline plan leads to inconsistency in discipline.</p> <p>1b. The superintendent, board, and central office staff held a town hall meeting shortly after the announcement of the newly assigned principal to explain the available options and why the board made their decision. This strategy helped staff and parents gain a better understanding of the situation. The principal listened to teachers as they approached with ideas, challenged them to come up with possible resolutions to problems, and then supported them in those decisions. The principal has also been open to several cultural norms previously established at the school that could impact achievement, such as opening the school for teachers to plan on Saturdays. Fourth and 5th grade students are leading the televised news program each morning.</p> <p>1c. Unfortunately, there were some statements made to staff early in the identification as a priority school that included promises that were likely premature. Also, timelines did not allow needs assessments and on-site support from external providers as early as staff may have expected. Well intended to improve the climate, this attempt was not successful.</p> |
| <p>2. Are there any anticipated barriers to further improving the school climate?</p> | <p>The enormity of the depth to which change needs to happen and the fact that so much will be changing is overwhelming and will require much support and celebration of small successes.</p> |

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| <p>PROCESS STEPS / ATMOSPHERE OF CHANGE</p> <p>1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders? b. How are decisions communicated with all staff and/or stakeholders?</p> | <p>MES convenes School Improvement Team meetings weekly and updates progress in Indistar. The minutes from these meetings are sent out to all staff members before each meeting. The School Improvement/Leadership Team consists of the principal, assistant principal, grade level leaders/chairs, and resource specialists. Between meetings these members serve as liaisons and share information with their department members. Grade level meetings are held each Tuesday for teachers to share data and plan for reading instruction. Grade levels meet every Thursday to analyze data and plan for mathematics instruction. Support personnel, reading and math resource, ESL, and Special Education teachers, also attend these meetings. Administrators attend grade level meetings. The principals have "open door" policies, respond to emails, and use the shared drive for two-way communication.</p> |
| <p>2. How are responsibilities divided amongst the team members?</p> | <p>Specific leadership team members are responsible for specific indicators that are part of the school improvement plan. They chair the subcommittees that are responsible for setting the tasks for each indicator.</p> |
| <p>3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?</p> | <p>New strategies or practices are monitored throughout the year by walkthroughs, grade level data meetings, coaching, and feedback by the administrators. Practices are reviewed and revised as needed and root causes for ineffectiveness determined. Strategies that do not seem to be working may also be discarded as part of the cycle of a continuous improvement. Quarterly screeners are used to monitor student movement on the data boards. Intervention data is monitored by teachers and interventionists weekly and bi-monthly. Division plans are to present quarterly data packets to the school for analysis and action planning.</p> |
| <p>INSTRUCTION</p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)</p> | <p>Students are identified as needing additional support in reading and mathematics through the administration of quarterly benchmarks and frequent formative assessments that include unit tests, weekly teacher-made common assessments, STAR Assessments, Imagine Learning and Success Maker reports. Small group corrective instruction is then scheduled as needed based on the analysis of this data at grade level meetings with the inclusion of support and intervention specialists. These specialists include ESL, special education, reading, and math resource teachers. Plans are currently underway to assign specific frequencies and durations of the interventions for Tier 2 and Tier 3 students. A data board has been purchased by the school to use for monitoring and tracking the progress of students receiving targeted interventions in reading, creating a visual display for all team members to use during meetings. Another one will be purchased for monitoring and displaying mathematics data.</p> |

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| <p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p> | <p>2a. At the present time, a range exists among teachers in their differentiation of instruction. It is much stronger in reading/language arts due to the teachers' planning whole group and small group guided reading. They typically differentiate using leveled readers and processes. Several teachers have had 4 days of SIOP training and are implementing sheltered instruction strategies to support ELL students and others struggling with language. 2.b. The use of formative assessments lacks intensity at present. Benchmark assessments for the first quarter and fall baseline data have been used to adjust small groups, to design plans for re-teaching, and intervention groups. Teachers would benefit from additional training in designing formative assessments that align to the SOL and using formative measures to plan focused interventions and monitoring systems.</p> |
| <p>3. How does student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p> | <p>Teachers' SMART goals for student achievement are based on multiple assessment data. This process includes planning the activities and strategies that will be employed to meet these goals. Midyear feedback conferences with the teachers and the school administrators are scheduled to analyze the data and update the goals based on the assessment results at that point in the year. There should be a direct relationship between the data and the classroom instruction. Changes in instructional goals are made based on this evaluation conference. The school has purchased notebooks for each student to begin learning how to keep track of their own progress. As rubrics are designed for each grade level, the goal is to assist students in being responsible for their learning and accountable for their own progress.</p> |
| <p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p> | <p>The Parent Teacher Association (PTA) is represented on the school's improvement team and contributes to the formulation of the plan. The Cooperative Extension Agency provides instruction that aligns with unit plans. Therapeutic Interventions provides caseworkers and additional counselors that work with families and individual students that may be experiencing behavioral or other issues that interfere with their learning and impact their ability to achieve to their potential. Their work in the building is based on parental permission and request for services.</p> |

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| <p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p> | <p>Pearson Education has been chosen as the LTP for MES. They will be performing a needs assessment that includes assessing the instructional alignment in reading and math. The core reading program in use in Accomack County Public Schools is Pearson's Reading St. Debbie Bliss and Associates have been contracted for math curriculum development and program evaluation that includes classroom visits, feedback and coaching based on the middle school Academic Review results in 2013-14. Professional development on Renaissance Place and Imagine Learning products will be held to expand teachers' knowledge and use of the data these programs provide. Two consultants are currently being contracted to assist with reading curriculum development and to conduct classroom observations and coaching with both administrators and teachers to improve reading instruction based on the results of an audit performed by UVA.</p> |
| <p>3. In what ways will parents be involved in the design and implementation of the interventions, and given the opportunity for input? Informed of progress?</p> | <p>The principal has a Parent Advisory which meets regularly. These meetings provide an opportunity for parent input. Parents will be informed of interventions and progress through school board meetings, PTA meetings, the school and division web sites, and quarterly parent information nights. As tiered intervention is implemented, parents of students identified for tier 2 and 3 interventions will be notified by the child's teacher. School improvement performance updates will be available to all parents through the web site and newsletters included with report cards. Stakeholders will be surveyed for their preferences for extended learning time.</p> |
| <p>STAFFING & RELATIONSHIPS 1. What process is used to assign teachers to positions, classes and grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?</p> | <p>In August when MES was designated as a priority school, the staff was already in place for the 2014-2015 school year. Teachers are not being replaced at this stage in the process, but will be observed and evaluated during the year with possible changes in assignments made for the next school year. Endorsements and experience will be taken into consideration as well as the possibility of offering incentives for highly effective teachers in other schools to take positions in areas of need at MES.</p> |
| <p>2. What is your process for implementing the division's teacher evaluation system?</p> | <p>MES has developed a schedule for the observations of each teacher in the school for the 2014-2015 school year. Each teacher will receive one observation with feedback each semester, one by the principal and one by the assistant principal. The elementary coordinator and other program coordinators will observe and provide feedback as necessary, to include special education, gifted, and ESL. The elementary coordinator will calibrate observations and teacher ratings with both school administrators.</p> |

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| <p>3. a. Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.</p> <p>b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p> | <p>a. Observations of teachers, walkthroughs during the school day, and attendance at grade level meetings help the administration identify teachers and other staff who have increased student achievement. Teachers are recognized at staff meetings and present/share strategies with the other teachers as mini PD sessions. Other teachers are also given released time to observe their peers modeling best practices and instructional strategies that are successful.</p> <p>b. The same methods are also used to identify teachers who need support. These teachers are provided opportunities to learn from their peers through peer observation, working in PLCs, and PD scheduled at various times during the school year.</p> |
| <p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p> | <p>The principal is evaluated using Virginia's Principal Evaluation Tool. Professional development on the tool has been held at the monthly division administrators' leadership meetings. The elementary coordinator provides the principal with ongoing feedback on her performance throughout the school year and is expected to spend 70% of her time in the elementary schools. This coordinator is also the internal lead partner for MES in the priority school improvement process. All principals are evaluated by the superintendent at midyear and the close of the school year.</p> |
| <p>5. How do you define the relationship between the state contractor, lead turnaround partner or internal lead partner, and the principal? How can it be improved? (Applies to continuation applications ONLY)</p> | <p>N.A.</p> |

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| <p>DECISION-MAKING PROCESS & AUTONOMY</p> <p>1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p> | <p>The school leadership team takes ownership of the process for school improvement. This team meets and develops the school improvement plan based on multiple data sources. This plan outlines the activities and resources, both human and monetary, available for accomplishing the plan's objectives. The team assigns the appropriate person to each task. Tasks needing assistance beyond the school level are conveyed through the internal lead partner to the division-level improvement/leadership team. This person is also the elementary instructional and Title I coordinator and a member of the division-level transformation team. The ELL/Migrant Coordinator's office is situated at MES and she is on both school and division teams. The COO, the DDOT, the Federal Program/TAG, Superintendent, Ass't Sup't, Middle and High school instructional coordinators, a school board member and a parent comprise the remainder of the team.</p> |
| <p>2. What policies or practices exist as barriers that may impede the school's success? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policies/practices). List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)</p> | <p>There are no policies or practices that exist as barriers that may impede the school's success. The only practice that may impede the school's success is the lack of consistent and regular meetings of the division leadership team. Although one has been in place for several years, due to the turnover of superintendents and other key staff, the appropriate structures and norms for the smooth and continued functioning of this leadership team have not been established. This is being addressed and improvement is in progress. Looking ahead to year 2 and the possibility of extending learning and teacher contract times, current school board policies for teacher selection and potential incentives may need to be amended. The division transformation team meets informally at MES every Monday morning and is assigned specific tasks or grade levels with which to work. This team has met formally on the following dates: Sept 12, Nov 7, and Dec 1, 2014.</p> |

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| <p>PHASE OUT PLANNING</p> <p>1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p> | <p>a. Professional development will be maintained and embedded in the daily work at the priority school. The implementation with fidelity of the reading program and teacher knowledge of corrective instruction, prevention, and remediation services should be maintained by the division after these federal funds and supports end because all elementary schools in the division use the same reading program and will be able to benefit from this experience. The development of reading and math curriculums will assist all schools in providing aligned instruction and once in place will only require annual evaluation and revisions.</p> <p>b. The division is taking care to use grant funding for one-time costs. There is an integral component within the SOW with the LTP to intentionally build leadership capacity among the staff members so that at the conclusion of the grant and perhaps the transition to new leadership eventually, the staff themselves will own the processes and practices in place and successfully sustain the changes. As the consolidated project for federal funds is written each year, consideration will be given to the support and gradual release for the priority school. The local budget will carefully consider each human resource provided to the priority school to ensure sustainability. Processes for delivery of aligned curriculum and instruction will be in place and practiced division-wide through the institutionalization of structures and procedures that reflect best practice and improved student achievement.</p> |
| <p>2. What supports from the state would be the most helpful?</p> | <p>Throughout the 3-year process it would be most helpful if the state contractor and OSI specialist/contractor would consult with the principal and the division’s internal lead partner and Chief Operating Officer to ensure that appropriate considerations are being made for a successful phase out. Perhaps devoting time at the required OSI meetings for this purpose would be beneficial each January.</p> |
| <p>Required Elements</p> <p>Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</p> | |
| <p>Required element</p> | <p>Response</p> |
| <p>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p> | <p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p> |

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| <p>2. Student achievement data for the past two years (2012-2013 and 2013-2014) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)</p> | <p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p> |
| <p>3. Total number of minutes in the 2013-2014 school year that all students were required to attend (broken down by daily, before-school, after-school, Saturday school and summer school) and any additional increased learning time planned for 2014-2015 *This information will be shared with USED.</p> | <p>The total number of minutes in the 2013-2014 school year that all students were required to attend was 330 minutes per day, for 180 days, which equals 59,400 minutes. This is in accordance with Virginia SOA and SOQ requirements. There were no before, after, Saturday, or summer school programs operated at Metompkin Elementary during the 2013-2014 school year. At the current point in the 2014-2015 school year, an after school intervention/remediation program has begun for students in grade 2 for reading and grade 4 for mathematics that meets three days a week for an hour each day. Plans are underway to add additional grade level students after the winter break.</p> |

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| <p>4. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged</p> | <p>Total Students: 654 Male: 344 Female: 310 Asian: 2 Black: 186 Hispanic: 263 White: 133 Students with disabilities: 70 Limited English proficient: 266 Migrant: 50 Homeless: 9 Economically disadvantaged: 574</p> |
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| <p>5. Analysis of student achievement data with identified areas that need improvement based on 2012-2013 and 2013-2014. (Include preliminary data for 2014-15 if this is a continuation application.)</p> <p><u>Example:</u> Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70). (*Identified areas needing improvement should align with goal setting and action steps throughout the application.)</p> <p><u>Nonexample:</u> Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</p> | <p>Prior to 2013-2014, MES had made the targeted benchmarks for the SOL, was fully accredited and not in improvement. During the 2013-2014 school year the annual reading and mathematics scores took a drastic decline. During this time students did not take quarterly benchmarks and there were a minimum of teacher evaluations performed by the administration. With this lack of feedback teachers continued to teach and work hard, but lacked direction and focus to facilitate the student achievement results demanded by the SOL.</p> <p>Area 1: The state accreditation benchmark for reading is 75. MES made 56 for the 1-year and 70 for the 3-year, missing the benchmark both ways. The federal AMO for reading scores for All students from 2013-2014 is 69. The school's performance was 46. AMOs were not met for All students or Gap groups 1 and 2. The Gap group 3 benchmark was made on a 3-year average, as were LEP, SWD, and White subgroups. Based on this data the identified areas for improvement are to sustain the reading scores for those groups that met the benchmarks and to focus our emphasis on Gap groups 1, 2 and economically disadvantaged. The goal will be to decrease the failure rate by 10% for all groups.</p> <p>Area 2: The state accreditation benchmark of 70 for mathematics was met 2012-2013 on a 3-year average, but for 2013-2014 it was 59 and the 3-year average was 64. For the federal AMO in math - 66 for All students, 57 for Gap group1, 56 for Gap group 2, and 60 for Gap group 3 - MES missed all targets except for the LEP and SWD subgroups on 3-year average and R10. The identified area for improvement in mathematics will be to decrease the failure rate for the school for all students and all Gap groups by 10%. This will be a comprehensive effort to improve instruction at all grade levels for both teachers and students with increased monitoring and feedback and an emphasis on use of frequent formative assessments.</p> |
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| <p>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p> | <p>1) Metompkin Elementary School opened for the 1998-99 school year as a new school that took the place of the old Bloxom Primary School and eased the fourth and fifth grade crowding at the previous feeder school, North Accomack Elementary, renamed Kegotank. 2) There are 30 PK - 5 classrooms, 5 smaller resource rooms, a library, art room, and cafetorium with sliding walls that create a gymnasium, cafeteria, and stage/music classroom. 3) The library media center has a reading area with a Smartboard, a computer area with 10 desktop computers, 8 tables for students, and a checkout desk. There is a connecting door to a computer lab that houses 30 computers. There are also a small office, workroom, storage, and server room. 4) The cafeteria has a kitchen that accomodates 2 serving lines and 16 tables that each seat 12-20 students. There is a custodial office and a storage room in this area. 5) There is a gymnasium adequate for indoor court games, an outdoor blacktop surface, open field area, and a fenced playground with swings, slide, and other climbing apparatuses.</p> | |
| <p>7. Information about the types of technology that are available to students and instructional staff</p> | <p>There are 2 computer labs, each containing 30 computers. There are several laptop carts for whole classroom student use. All classrooms have several desktop and laptops for students, an LCD projector, a Smartboard, and digital cameras. Special education resource rooms have i-Pads available for use. Probeware and digital microscopes are available for use in teaching Science topics. Teachers are issued laptops for their own use while employed in ACPS. Software programs in use include Gizmos and Reflex Math, Renaissance Place (STAR assessments, Accelerated Reader), Algebra Readiness Initiative Diagnostic Test (ARDT), Imagine Learning, and Success Maker.</p> | |
| <p>8. Use the chart below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years experience by grade OR subject for the 2013-2014 school year. This should be an unduplicated count for each set.</p> | | |
| <p>Set 1 Category</p> | <p>Number of Teachers</p> | <p>Percentage of All Teachers</p> |
| <p>Highly qualified teachers</p> | <p>24</p> | <p>75%</p> |
| <p>Teachers (not highly qualified)</p> | <p>8</p> | <p>25%</p> |

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| Set 2 Category | Number of Teachers | Percentage of All Teachers |
|--------------------------------------------------|---------------------------|-----------------------------------|
| Teachers with less than 3 years in grade/subject | 11 | 34% |
| Number of teachers with a provisional license | 5 | 16% |

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| <p>LIST the number of teachers by grade level or subject area with less than 3 years of experience (i.e., Grade 3 (2) or Gr 7 Reading/LA (1))</p> <p style="text-align: center;"> Grade PK (1) Grade K (2) Grade 1 (1) Grade 2 (0) Grade 3 (2) Grade 4 (1) Grade 5 (2) Special Ed (1) ESL (1) </p> |
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| <p>9. a. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below)</p> <p>Sample:</p> <table border="1"> <thead> <tr> <th>Yrs</th> <th>#Instructional Staff</th> </tr> </thead> <tbody> <tr><td>0</td><td>1</td></tr> <tr><td>1</td><td>6</td></tr> <tr><td>2</td><td>4...</td></tr> </tbody> </table> | Yrs | #Instructional Staff | 0 | 1 | 1 | 6 | 2 | 4... | Years | #Instructional Staff | Years | #Instructional Staff |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------|----|---|---|---|---|------|-------|----------------------|-------|----------------------|
| | Yrs | #Instructional Staff | | | | | | | | | | |
| | 0 | 1 | | | | | | | | | | |
| | 1 | 6 | | | | | | | | | | |
| | 2 | 4... | | | | | | | | | | |
| | 0 | 1 | 12 | 1 | | | | | | | | |
| | 1 | 3 | 13 | 3 | | | | | | | | |
| | 2 | 7 | 16 | 1 | | | | | | | | |
| | 3 | 3 | 19 | 1 | | | | | | | | |
| | 4 | 3 | 20 | 1 | | | | | | | | |
| | 5 | 4 | 23 | 2 | | | | | | | | |
| | 6 | 1 | 25 | 1 | | | | | | | | |
| 7 | 2 | 32 | 1 | | | | | | | | | |
| 8 | 0 | 33 | 1 | | | | | | | | | |
| 9 | 3 | 34 | 1 | | | | | | | | | |
| 10 | 3 | 37 | 1 | | | | | | | | | |
| 11 | 3 | | | | | | | | | | | |
| b. Total number of days teachers worked divided by the number of teaching days (2013-2014). | b. Total # of days teachers worked (7797) divided by the # of teaching days (8100) = 96% | | | | | | | | | | | |
| Required Elements | | | | | | | | | | | | |
| Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve. | | | | | | | | | | | | |
| Required element | Response | | | | | | | | | | | |

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| <p>1. a. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively.</p> <p>b. Provide a timeline.</p> | <p>1. a. The choice of NCS Pearson, Inc. for the intervention model for MES was presented to the School Board at its meeting on Dec. 2, 2014. The Board was able to ask questions about the proposed scope of work and then voted to approve the selection. This support will help the community and all stakeholders feel confident in the transformation process. The priority school application and Scope of Work will be submitted to the VDOE by December 15, 2014. With approval of the project, the LTP will establish a needs assessment schedule in January and within 2 weeks provide recommendations on next steps moving forward. At least quarterly, the School Board will be updated on the work and progress of the intervention model which will include 30, 60 and 90-day plans and objectives for the process. The division improvement team will continue to assist with implementation and all task completion will be recorded in Indistar.</p> <p>b. December 2014: LTP chosen, SOW and SIG submitted to VDOE January 2015: Needs assessment and plan specifics by Pearson. Interventions begin. After school program expands, staff midyear evaluations completed February 2015: SIOP and other job-embedded reading and math PD continue March 2015: First quarterly update to school board April 2015: Reading and math PD, staff evaluations continue May 2015: Take SOL assessments. Begin planning for summer activities June, July, August 2015: Begin summer PD, adjustments for year 2</p> |
| <p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p> | <p>The division leadership team participated in webinars presented by the VDOE with the 15 minute presentations by each external provider on the state-approved list. From these presentations the list was narrowed down to three and additional telephone interviews were scheduled with each with a set of questions asked by the principal and assistant principal and the team. The final selection was made upon the conclusion of these interviews. The division leadership team assisted the school leaders with this decision and considered the reasons for the school's choice.</p> |
| <p>3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.</p> | <p>The annual goal for student achievement on the state's assessments in both reading/language arts and mathematics in year one is to decrease the failure rate by 10% on each assessment for schools in improvement. The division has set the AMO targets for all schools as 72 for reading and 68 for math for 2014-15. The goal in three years is to achieve a passing rate in Reading of 75% and math of 70% in alignment with the AMO and VA accreditation. In addition to data collection by teachers, notebooks have been purchased for all students to begin keeping data about their own progress and goal-setting during the school year. Each grade level will design rubrics to be used by the students in evaluating their attainment of required benchmarks. Fifth graders will be able to keep track of their ARDT data also. Members of the division improvement/transformation team are scheduled at MES each week to assist the school-level team with meeting its goals and accomplishing tasks.</p> |

Tab 2: School 1 Reflections and Planning
and Required Elements

| | |
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| <p>4. Explanation of the division's capacity to serve its Priority Schools.</p> | <p>In our consolidated application for federal funds, ACPS set aside 5% of its Title I, Part A budget in anticipation of the possibility of schools being in improvement. The new superintendent has experience working with schools in improvement and the process for SIG. The division transformation team meets regularly to monitor the progress of the school towards its indicators and the completion of tasks. Division personnel are scheduled in the priority school to assist in any way that is needed. Future federal program budgets will reflect the support given to MES. The only possible barrier to our capacity would be the number of central office personnel needed to adequately assist with all the additional paperwork and time requirements for monthly and even more frequent progress updates and meetings.</p> |
| <p>Required Elements</p> | |
| <p>Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</p> | |
| <p>1. Steps taken to secure the continued support of the local school board for the reform model chosen</p> | |
| <p>2. Steps taken to secure the support of the parents for the reform model selected</p> | |
| <p>3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)</p> | |
| <p>4. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model</p> | |

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

For each **Cohort I, II, III, and IV** Priority School receiving 1003(g) funds, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2014 through September 30, 2015, only**. The description of budget codes is included as **Tab 23**. Newly identified priority schools for 2014-2015, **Cohort V**, will include division- and school-level pre-implementation expenses as part of their budget. All schools will document division-level, school-level and other funds that support the implementation of the chosen intervention model. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building level. Complete one of the charts below for each school (six schools = six budget charts). Include the use of other funding sources such as Title I Part A Division-Level set-aside; Title II, Part A; Title III, Part A; Title IV, Part B, Title VI, Part B; and state and/or local resources under "Other Expenses".

| Name of School 1: | | <input checked="" type="checkbox"/> 1003(g) | | | | | |
|---------------------------------|------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------|---------------------------------------------|--------------------------------------|-----------------------|----------------------------------|
| | | Metompkin Elementary School | | | | | |
| Expenditure Codes | Division-Level Pre-Implementation Expenses (Grant Funded) | School-Level Pre-implementation Expenses (Grant Funded) | Division- Level Expenses (Grant Funded) | School-Level Expenses (Grant Funded) | Total Expenses (Grant Funded) | Other Expenses | Total With Other Expenses |
| 1000 - Personnel | \$ - | \$ - | | \$ 90,000.00 | \$ 90,000.00 | \$ 46,760.00 | \$ 136,760.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | | \$ 7,290.00 | \$ 7,290.00 | \$ 11,947.00 | \$ 19,237.00 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$338,494.50 | \$ 338,494.50 | \$ 49,500.00 | \$ 387,994.50 |
| 4000 - Internal Services | \$ - | \$ - | | | \$ - | \$ - | \$ - |
| 5000- Other Charges | \$ - | \$ - | \$ 6,353.76 | | \$ 6,353.76 | \$ - | \$ 6,353.76 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ 13,750.00 | \$ 13,750.00 | \$ 3,500.00 | \$ 17,250.00 |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ 6,353.76 | \$ 449,534.50 | \$ 455,888.26 | \$ 111,707.00 | \$ 567,595.26 |
| Pre-Implementation Total | | \$ - | | | | | |

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

| | | |
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| <p>Sample Entry</p> <p>6000</p> <p>Materials and Supplies</p> | <p>Pre-Implementation: Mailings (2) - postage 142.00; printing \$298 (Total \$440.00)</p> <p>Division-level: NA</p> <p>School-level: Binders, copies of training packages (\$1425.00 SIG); Math intervention training materials (\$300.00) and manipulative sets for 20 classrooms (20@55.00 = \$1,100); Leveled readers for classroom libraries- 20 classrooms (20@250.00 = \$5,000)</p> <p>Other Expenses: Leveled reader sets for book closet (basal supplemental sets of 5 books for small group) (\$28,000; Title I); Math manipulatives for station activities 20@150.00, (\$3,000; Title I)</p> | |
| <p>Expenditure Codes</p> | <p>School: Metompkin Elementary School</p> | <p>Budget Narrative</p> |
| <p>1000 - Personnel</p> | <p>Pre-Implementation:</p> <p>School-level: Three-year recruitment and retention bonus for highly qualified and fully licensed teachers of reading and/or math with satisfactory performance to commit to teach at MES for the next 3 years, \$500 to be paid annually (500 x 45 tchrs = 22,500 for current year). For new applicants, an application process will be developed, including a school-based interview committee.</p> <p>Stipends for teachers for summer reading and math curriculum work for unit and lesson planning (4 days x \$150 x 45 teachers = 27,000) and ELL professional development in reading and mathematics to include strategies and planning (6 days x \$150 x 45 teachers = 40,500).</p> <p>Other Expenses: Additional resource teacher with school Title I,A funds (41,000), 8 week extended day tier 3 program (5,760)</p> | |

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

| | |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2000- Personnel (Benefits)</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Fixed charges @8.1% (7,290)</p> <p>Other Expenses: Fixed charges/benefits @ 28% (11,480), fixed charges @ 8.1% (467)</p> |
| <p>3000- Purchased Services</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Contracted LTP services for 12 months @ 642 students x \$703 x 40 hours (451,326.00) Pro-rated for 9 months as \$338,494.50.</p> <p>Other Expenses: School Readiness Assessment (SRA) by Mass Insight with Title I,A improvement set aside (22,500), reading curriculum development @ 500/day with embedded PD coaching-Title II, A and Title VI,B (27,000)</p> |

| | |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4000 - Internal Services</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p> |
| <p>5000- Other Charges</p> | <p>Pre-Implementation:</p> <p>Division-level: Travel expenses for division and school leadership attendance at VDOE Priority School technical assistance meetings in Richmond (7 days x 4 people @ 94.92/nite, \$36/day food x \$350 mileage round trip = \$6,353.76)</p> <p>School-level:</p> <p>Other Expenses:</p> |

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

| | |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>6000- Materials and Supplies</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Additional leveled readers for Grades K-5 (\$9,750) and math manipulatives for Grades 3-5 (\$4,000) as supported by LTP in the school needs assessment (Pearson)</p> <p>Other Expenses: Data boards for reading and math (1,750 X 2)-Title I,A</p> |
| <p>8000- Equipment Capital Outlay</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p> |

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

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 2, October 1, 2015 through September 30, 2016, only**. The description of budget codes is included as Tab 23. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-aside,; Title II, Part A; Title III, Part A; Title IV, Part B, Title VI, Part B; and state and/or local resources under "Other Expenses".

| Name of School 1: | <input checked="" type="checkbox"/> 1003(g) | | | | | | |
|---------------------------------|------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------|---------------------------------------------|--------------------------------------|-----------------------|----------------------------------|
| | Metompkin Elementary School | | | | | | |
| Expenditure Codes | Division-Level Pre-Implementation Expenses (Grant Funded) | School-Level Pre-Implementation Expenses (Grant Funded) | Division- Level Expenses (Grant Funded) | School-Level Expenses (Grant Funded) | Total Expenses (Grant Funded) | Other Expenses | Total With Other Expenses |
| 1000 - Personnel | \$ - | \$ - | \$ - | \$ 281,320.00 | \$ 281,320.00 | \$ 45,820.00 | \$ 327,140.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 71,979.00 | \$ 71,979.00 | \$ 11,830.00 | \$ 83,809.00 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 451,326.00 | \$ 451,326.00 | \$ 5,000.00 | \$ 456,326.00 |
| 4000 - Internal Services | \$ - | \$ - | | \$ 27,540.00 | \$ 27,540.00 | \$ - | \$ 27,540.00 |
| 5000- Other Charges | \$ - | \$ - | \$ 6,353.76 | | \$ 6,353.76 | \$ - | \$ 6,353.76 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ 4,055.75 | \$ 4,055.75 | \$ - | \$ 4,055.75 |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ 6,353.76 | \$ 836,220.75 | \$ 842,574.51 | \$ 62,650.00 | \$ 905,224.51 |
| Pre-Implementation Total | | \$ - | | | | | |

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

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <p>Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.</p> | | |
| <p>Sample Entry</p> <p>6000</p> <p>Materials and Supplies</p> | <p>Pre-Implementation: Mailings (2) - postage 142.00; printing \$298 (Total \$440.00)</p> <p>Division-level: NA</p> <p>School-level: Binders, copies of training packages (\$1425.00 SIG); Math intervention training materials (\$300.00) and manipulative sets for 20 classrooms (20@55.00 = \$1,100); Leveled readers for classroom libraries- 20 classrooms (20@250.00 = \$5,000)</p> <p>Other Expenses: Leveled reader sets for book closet (basal supplemental sets of 5 books for small group) (\$28,000; Title I); Math manipulatives for station activities 20@150.00, (\$3,000; Title I)</p> | |
| <p>Expenditure Codes</p> | <p>School: Metompkin Elementary School</p> | <p>Budget Narrative</p> |
| <p>1000 - Personnel</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Teacher pay for 45 minute extended day (226,620), Teacher stipends for Saturday School intervention (10 teachers x 30 weeks =29,700), after school PD (10,000), and summer PD (15,000)</p> <p>Other Expenses: Title I, A resource teacher (41,500), after school intervention (6 weeks prior to SOL-4,320)</p> | |

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

| | |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2000- Personnel (Benefits)</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Extended day benefits for full staff (63,454), Saturday stipends (6,500), after school and summer PD stipends (2,025)</p> <p>Other Expenses: Benefits and fixed costs for Title I,A resource teacher (11,480), after school fixed costs (350)</p> |
| <p>3000- Purchased Services</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Contracted LTP (451,326.00)</p> <p>Other Expenses: Contracted consultants for additional summer curriculum work/new teacher academy (5,000)</p> |

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

| | |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4000 - Internal Services</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Breakfast (3,600) and bus drivers (23,940) for Saturday School interventions (30 weeks, 100 students, 10 teachers)</p> <p>Other Expenses:</p> |
| <p>5000- Other Charges</p> | <p>Pre-Implementation:</p> <p>Division-level: Travel expenses to VDOE priority technical assistance meetings (calculated same as year 1 = 6,353.76)</p> <p>School-level:</p> <p>Other Expenses:</p> |

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

| | |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>6000- Materials and Supplies</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Flashdrives for teachers (683.50), student binders (3,242.25), paper (130)</p> <p>Other Expenses:</p> |
| <p>8000- Equipment Capital Outlay</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p> |

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

For each Priority School, provide a budget detailing expenditures designed to support the implementation of the model selected for **Year 1, October 1, 2016 through September 30, 2017, only**. The description of budget codes is included as Tab 13. Separate division- and school- level expenses for funds. Division-level expenses are those that occur at the division level to support school improvement activities for each school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Complete one of the charts below for each school (five schools, five charts). Include the use of other funding sources such as Title I Part A Division-Level set-aside, Title II, Part A; Title III, Part A; Title IV, Part B, Title VI, Part B; and state and/or local resources under "Other Expenses".

| Name of School | <input checked="" type="checkbox"/> | 1003(g) | | | | | |
|-----------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------|----------------------------------|----------------|---------------------------------|
| 1: | Metompkin Elementary School | | | | | | |
| Expenditure Codes | Division-Level Pre-Implemen- tation Expenses (Grant Funded) | School-Level Pre- implemen- tation Expenses (Grant Funded) | Division- Level Expenses (Grant Funded) | School-Level Expenses (Grant Funded) | Total Expenses (Grant Funded) | Other Expenses | Total With Other Expenses |
| 1000 - Personnel | \$ - | \$ - | \$ - | \$ 276,320.00 | \$ 276,320.00 | \$ 46,320.00 | \$ 322,640.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 71,574.00 | \$ 71,574.00 | \$ 11,830.00 | \$ 83,404.00 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 451,326.00 | \$ 451,326.00 | \$ 5,000.00 | \$ 456,326.00 |
| 4000 - Internal Services | \$ - | \$ - | \$ - | \$ 27,540.00 | \$ 27,540.00 | \$ - | \$ 27,540.00 |
| 5000- Other Charges | \$ - | \$ - | \$ 6,353.76 | \$ - | \$ 6,353.76 | \$ - | \$ 6,353.76 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ 4,055.75 | \$ 4,055.75 | \$ - | \$ 4,055.75 |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ 6,353.76 | \$ 830,815.75 | \$ 837,169.51 | \$ 63,150.00 | \$ 900,319.51 |
| Pre-Implemenation Total | \$ - | | | | | | |

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

| | |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sample Entry 6000 Materials and Supplies | <p>Pre-Implementation: Mailings (2) - postage 142.00; printing \$298 (Total \$440.00)</p> <p>Division-level: NA</p> <p>School-level: Binders, copies of training packages (\$1425.00 SIG); Math intervention training materials (\$300.00) and manipulative sets for 20 classrooms (20@55.00 = \$1,100); Leveled readers for classroom libraries- 20 classrooms (20@250.00 = \$5,000)</p> <p>Other Expenses: Leveled reader sets for book closet (basal supplemental sets of 5 books for small group) (\$28,000; Title I); Math manipulatives for station activities 20@150.00, (\$3,000; Title I)</p> |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | |
|--------------------------|--------------------------------------------|-------------------------|
| Expenditure Codes | School: Metompkin Elementary School | Budget Narrative |
|--------------------------|--------------------------------------------|-------------------------|

| | |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1000 - Personnel | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Teacher pay for 45 minute extended day (226,620), Teacher stipends for Saturday School intervention (10 teachers x 30 weeks =29,700), after school PD (10,000), and summer PD (10,000)</p> <p>Other Expenses: Title I, Part A resource teacher (42,000), 6 week after school SOL prep (4,320)</p> |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

| | |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2000- Personnel (Benefits)</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Extended day benefits for full staff (63,454), Saturday stipends (6,500), after school and summer PD stipends (1,620)</p> <p>Other Expenses: Benefits and fixed costs for Title I,A resource teacher (11,480), after school fixed costs (350)</p> |
| <p>3000- Purchased Services</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Contracted LTP (451,326.00)</p> <p>Other Expenses: Consultants for summer new teacher academy and additional curriculum work (5,000)</p> |

| | |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4000 - Internal Services | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Breakfast (3,600) and bus drivers (23,940) for Saturday School interventions (30 weeks, 100 students, 10 teachers)</p> <p>Other Expenses:</p> |
| 5000- Other Charges | <p>Pre-Implementation:</p> <p>Division-level: Travel expenses to VDOE priority technical assistance meetings (calculated same as year 1 = 6,353.76)</p> <p>School-level:</p> <p>Other Expenses:</p> |

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

| | |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6000- Materials and Supplies | Pre-Implementation: Division-level: School-level: Flashdrives (683.50), student binders (3,242.25), paper (130) Other Expenses: |
| 8000- Equipment Capital Outlay | Pre-Implementation: Division-level: School-level: Other Expenses: |

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

| Summary Year 1 | All Schools | | | | | | |
|--------------------------------|-----------------------------------------------------------|---------------------------------------------------------|-----------------------------------------|--------------------------------------|-------------------------------|----------------|---------------------------|
| Expenditure Codes | Division-Level Pre-Implementation Expenses (Grant Funded) | School-Level Pre-implementation Expenses (Grant Funded) | Division- Level Expenses (Grant Funded) | School-Level Expenses (Grant Funded) | Total Expenses (Grant Funded) | Other Expenses | Total With Other Expenses |
| 1000 - Personnel | \$ - | \$ - | \$ - | \$ 90,000.00 | \$ 90,000.00 | \$ 46,760.00 | \$ 136,760.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 7,290.00 | \$ 7,290.00 | \$ 11,947.00 | \$ 19,237.00 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 338,494.50 | \$ 338,494.50 | \$ 49,500.00 | \$ 387,994.50 |
| 4000 - Internal Services | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 5000- Other Charges | \$ - | \$ - | \$ 6,353.76 | \$ - | \$ 6,353.76 | \$ - | \$ 6,353.76 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ 13,750.00 | \$ 13,750.00 | \$ 3,500.00 | \$ 17,250.00 |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ 6,353.76 | \$ 449,534.50 | \$ 455,888.26 | \$ 111,707.00 | \$ 567,595.26 |

| Summary Year 2 | | All Schools | | | | | |
|--------------------------------|-----------------------------------------------------------|---------------------------------------------------------|-----------------------------------------|--------------------------------------|-------------------------------|----------------|---------------------------|
| Expenditure Codes | Division-Level Pre-Implementation Expenses (Grant Funded) | School-Level Pre-implementation Expenses (Grant Funded) | Division- Level Expenses (Grant Funded) | School-Level Expenses (Grant Funded) | Total Expenses (Grant Funded) | Other Expenses | Total With Other Expenses |
| 1000 - Personnel | \$ - | \$ - | \$ - | \$ 281,320.00 | \$ 281,320.00 | \$ 45,820.00 | \$ 327,140.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 71,979.00 | \$ 71,979.00 | \$ 11,830.00 | \$ 83,809.00 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 451,326.00 | \$ 451,326.00 | \$ 5,000.00 | \$ 456,326.00 |
| 4000 - Internal Services | \$ - | \$ - | \$ - | \$ 27,540.00 | \$ 27,540.00 | \$ - | \$ 27,540.00 |
| 5000- Other Charges | \$ - | \$ - | \$ 6,353.76 | \$ - | \$ 6,353.76 | \$ - | \$ 6,353.76 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ 4,055.75 | \$ 4,055.75 | \$ - | \$ 4,055.75 |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ 6,353.76 | \$ 836,220.75 | \$ 842,574.51 | \$ 62,650.00 | \$ 905,224.51 |

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

| Summary Year 3 | All Schools | | | | | | |
|--------------------------------|-----------------------------------------------------------|---------------------------------------------------------|-----------------------------------------|--------------------------------------|-------------------------------|----------------|---------------------------|
| Expenditure Codes | Division-Level Pre-Implementation Expenses (Grant Funded) | School-Level Pre-implementation Expenses (Grant Funded) | Division- Level Expenses (Grant Funded) | School-Level Expenses (Grant Funded) | Total Expenses (Grant Funded) | Other Expenses | Total With Other Expenses |
| 1000 - Personnel | \$ - | \$ - | \$ - | \$ 276,320.00 | \$ 276,320.00 | \$ 46,320.00 | \$ 322,640.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 71,574.00 | \$ 71,574.00 | \$ 11,830.00 | \$ 83,404.00 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 451,326.00 | \$ 451,326.00 | \$ 5,000.00 | \$ 456,326.00 |
| 4000 - Internal Services | \$ - | \$ - | \$ - | \$ 27,540.00 | \$ 27,540.00 | \$ - | \$ 27,540.00 |
| 5000- Other Charges | \$ - | \$ - | \$ 6,353.76 | \$ - | \$ 6,353.76 | \$ - | \$ 6,353.76 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ 4,055.75 | \$ 4,055.75 | \$ - | \$ 4,055.75 |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ 6,353.76 | \$ 830,815.75 | \$ 837,169.51 | \$ 63,150.00 | \$ 900,319.51 |

| Summary Years 1-3 | | All Schools - 3 Year Summary | | | | | |
|--------------------------------|-----------------------------------------------------------|---------------------------------------------------------|-----------------------------------------|--------------------------------------|-------------------------------|----------------|---------------------------|
| Expenditure Codes | Division-Level Pre-Implementation Expenses (Grant Funded) | School-Level Pre-implementation Expenses (Grant Funded) | Division- Level Expenses (Grant Funded) | School-Level Expenses (Grant Funded) | Total Expenses (Grant Funded) | Other Expenses | Total With Other Expenses |
| 1000 - Personnel | \$ - | \$ - | \$ - | \$ 647,640.00 | \$ 647,640.00 | \$ 138,900.00 | \$ 786,540.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 150,843.00 | \$ 150,843.00 | \$ 35,607.00 | \$ 186,450.00 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 1,241,146.50 | \$ 1,241,146.50 | \$ 59,500.00 | \$ 1,300,646.50 |
| 4000 - Internal Services | \$ - | \$ - | \$ - | \$ 55,080.00 | \$ 55,080.00 | \$ - | \$ 55,080.00 |
| 5000- Other Charges | \$ - | \$ - | \$ 19,061.28 | \$ - | \$ 19,061.28 | \$ - | \$ 19,061.28 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ 21,861.50 | \$ 21,861.50 | \$ 3,500.00 | \$ 25,361.50 |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ 19,061.28 | \$ 2,116,571.00 | \$ 2,135,632.28 | \$ 237,507.00 | \$ 2,373,139.28 |

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

| Summary Year 1 | All Schools | | | | | | |
|--------------------------------|-----------------------------------------------------------|---------------------------------------------------------|-----------------------------------------|--------------------------------------|-------------------------------|----------------|---------------------------|
| Expenditure Codes | Division-Level Pre-Implementation Expenses (Grant Funded) | School-Level Pre-implementation Expenses (Grant Funded) | Division- Level Expenses (Grant Funded) | School-Level Expenses (Grant Funded) | Total Expenses (Grant Funded) | Other Expenses | Total With Other Expenses |
| 1000 - Personnel | \$ - | \$ - | \$ - | \$ 180,000.00 | \$ 180,000.00 | \$ 93,520.00 | \$ 273,520.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 14,580.00 | \$ 14,580.00 | \$ 23,894.00 | \$ 38,474.00 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 676,989.00 | \$ 676,989.00 | \$ 99,000.00 | \$ 775,989.00 |
| 4000 - Internal Services | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 5000- Other Charges | \$ - | \$ - | \$ 12,707.52 | \$ - | \$ 12,707.52 | \$ - | \$ 12,707.52 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ 27,500.00 | \$ 27,500.00 | \$ 7,000.00 | \$ 34,500.00 |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ 12,707.52 | \$ 899,069.00 | \$ 911,776.52 | \$ 223,414.00 | \$ 1,135,190.52 |

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

| Summary Year 2 | All Schools | | | | | | |
|--------------------------------|-----------------------------------------------------------|---------------------------------------------------------|-----------------------------------------|--------------------------------------|-------------------------------|----------------|---------------------------|
| Expenditure Codes | Division-Level Pre-Implementation Expenses (Grant Funded) | School-Level Pre-implementation Expenses (Grant Funded) | Division- Level Expenses (Grant Funded) | School-Level Expenses (Grant Funded) | Total Expenses (Grant Funded) | Other Expenses | Total With Other Expenses |
| 1000 - Personnel | \$ - | \$ - | \$ - | \$ 562,640.00 | \$ 562,640.00 | \$ 91,640.00 | \$ 654,280.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 143,958.00 | \$ 143,958.00 | \$ 23,660.00 | \$ 167,618.00 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 902,652.00 | \$ 902,652.00 | \$ 10,000.00 | \$ 912,652.00 |
| 4000 - Internal Services | \$ - | \$ - | \$ - | \$ 55,080.00 | \$ 55,080.00 | \$ - | \$ 55,080.00 |
| 5000- Other Charges | \$ - | \$ - | \$ 12,707.52 | \$ - | \$ 12,707.52 | \$ - | \$ 12,707.52 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ 8,111.50 | \$ 8,111.50 | \$ - | \$ 8,111.50 |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ 12,707.52 | \$ 1,672,441.50 | \$ 1,685,149.02 | \$ 125,300.00 | \$ 1,810,449.02 |

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

| Summary Year 3 | All Schools | | | | | | |
|--------------------------------|-----------------------------------------------------------|---------------------------------------------------------|-----------------------------------------|--------------------------------------|-------------------------------|----------------|---------------------------|
| Expenditure Codes | Division-Level Pre-Implementation Expenses (Grant Funded) | School-Level Pre-implementation Expenses (Grant Funded) | Division- Level Expenses (Grant Funded) | School-Level Expenses (Grant Funded) | Total Expenses (Grant Funded) | Other Expenses | Total With Other Expenses |
| 1000 - Personnel | \$ - | \$ - | \$ - | \$ 276,320.00 | \$ 276,320.00 | \$ 46,320.00 | \$ 322,640.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 71,574.00 | \$ 71,574.00 | \$ 11,830.00 | \$ 83,404.00 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 451,326.00 | \$ 451,326.00 | \$ 5,000.00 | \$ 456,326.00 |
| 4000 - Internal Services | \$ - | \$ - | \$ - | \$ 27,540.00 | \$ 27,540.00 | \$ - | \$ 27,540.00 |
| 5000- Other Charges | \$ - | \$ - | \$ 6,353.76 | \$ - | \$ 6,353.76 | \$ - | \$ 6,353.76 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ 4,055.75 | \$ 4,055.75 | \$ - | \$ 4,055.75 |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ 6,353.76 | \$ 830,815.75 | \$ 837,169.51 | \$ 63,150.00 | \$ 900,319.51 |

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

| Summary Years 1-3 | All Schools - 3 Year Summary | | | | | | |
|--------------------------------|-----------------------------------------------------------|---------------------------------------------------------|-----------------------------------------|--------------------------------------|-------------------------------|----------------|---------------------------|
| Expenditure Codes | Division-Level Pre-Implementation Expenses (Grant Funded) | School-Level Pre-implementation Expenses (Grant Funded) | Division- Level Expenses (Grant Funded) | School-Level Expenses (Grant Funded) | Total Expenses (Grant Funded) | Other Expenses | Total With Other Expenses |
| 1000 - Personnel | \$ - | \$ - | \$ - | \$ 1,018,960.00 | \$ 1,018,960.00 | \$ 231,480.00 | \$ 1,250,440.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 230,112.00 | \$ - | \$ 59,384.00 | \$ 289,496.00 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 2,030,967.00 | \$ - | \$ 114,000.00 | \$ 2,144,967.00 |
| 4000 - Internal Services | \$ - | \$ - | \$ - | \$ 82,620.00 | \$ - | \$ - | \$ 82,620.00 |
| 5000- Other Charges | \$ - | \$ - | \$ 31,768.80 | \$ - | \$ - | \$ - | \$ 31,768.80 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ 39,667.25 | \$ - | \$ 7,000.00 | \$ 46,667.25 |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ 31,768.80 | \$ 3,402,326.25 | \$ 1,018,960.00 | \$ 411,864.00 | \$ 3,845,959.05 |

Tab 23: Budget Codes

Expenditure Code Definitions

These expenditure codes are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

1000 Personal Services - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

2000 Employee Benefits - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

3000 Purchased Services - Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

4000 Internal Services - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.

5000 Other Charges - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other.

6000 Materials and Supplies - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

8000 Equipment/Capital Outlay - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.

Tab 23: Budget Codes

| | Intervention/Investment Description | Price | Total Cost |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Object Code 1000 | | | |
| 1.1 | Teacher stipends for any of the following purposes: curriculum development, lesson plan development, LTP professional development; participation in Leadership team, for IndiStar Process Manager | Based on school size; district's pay per hour/stipend; No full time employees except upon prior approval on a case by case basis. | |
| Object Code 2000 | | | |
| 2.1 | Benefits for Object Code 1000 (i.e. FICA) | | |
| Object Code 3000 | | | |
| 3.1 | Lead Turnaround Partner Services: Needs Assessment, Leadership Coach, Content Coaches, Professional Development, Family Engagement, Progress Monitoring Reporting are included in the scope of work for each state vendor and should be included if a LTP is hired outside of the state contract. | Based on State Contract of Award Link: http://www.doe.virginia.gov/school_finance/procurement/index.shtml Click Low Achieving School Contracts Any outside vendor must have prior approval from OSI. | |
| 3.2 | State Contractor | As prescribed by the Office of School Improvement | |
| Object Code 4000 | | | |
| | No expenses will be approved | | |

Tab 23: Budget Codes

| Object Code 5000 | | | |
|------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 5.1 | Indirect Costs | <p>Guidance regarding indirect rate was issued at the end of January in Superintendent’s Memo #023-14, “Changes for the 2013-14 Annual School Report-Financial Section.”</p> <p>http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml</p> <p>The indirect cost rate is based on the rate for the LEA. LEA rates may be found at the link below.</p> <p>http://www.doe.virginia.gov/school_finance/budget/</p> | |
| Object Code 6000 | | | |
| 6.1 | Materials and Supplies directly related to the school’s needs assessment and/or to support approved training in Code 3000. | <p>Approved by OSI on a case by case basis.</p> <p>Must be tightly aligned to the needs assessment and needed for transformation. For example, may not be charcoal for a school barbecue or paper for the copier.</p> | |

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Assurances: The local educational agency (LEA) assures that 1003(a) and 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under Virginia’s <i>ESEA Flexibility Waiver</i> and unwaived requirements under <i>No Child Left Behind Act of 2001</i> (NCLB). This includes the following assurances:</p> |
| <p>The school division must assure that it:</p> |
| <p>1. Ensures schools receiving funds implement one of the four USED models or USED turnaround principles.</p> |
| <p>2. Uses its funds to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements, to include all requirements of the USED turnaround principles:</p> <ul style="list-style-type: none"> • providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround initiative effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget; • ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround initiative effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs; • redesigning the school day, week, or year to include additional time for student learning and teacher collaboration; • strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards; • using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data; • establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs; and • providing ongoing mechanisms for family and community engagement. |
| <p>3. Follows state and local procurement policies.</p> <ul style="list-style-type: none"> • If selecting a LTP from the state's Low Achieving Schools Contract Award, the division adheres to the requirements and scope of the LTP's state-approved Low Achieving Schools Contract of Award. http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml • If selecting a LTP that is not on the state's Low Achieving Schools Contract of Award, the division's procurement policies and procedures are followed. |
| <p>4. Follows Virginia's state requirements for teacher and principal evaluation under the <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Virginia Standards for the Professional Practice of Teachers</i> and the <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals</i>.</p> |

5. Uses *Indistar*™, an online school improvement tool to:

- establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
- document and describe each action to be implemented, who is responsible and date by which action will be completed;
- collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
- set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
- complete an analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school.

6. Uses an electronic query system to provide principals with quarterly data needed to make data driven decisions at the school-level (see Web site: http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml). High schools not meeting the Federal Graduation Indicator (FGI) rate may use the Virginia Early Warning System (VEWS) in lieu of the Virginia Dashboard (Datacation).

(http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml)

Data points should include, at minimum:

- Student attendance by student
- Teacher attendance
- Benchmark results
- Reading and mathematics grades
- Student discipline
- Phonological Awareness Literacy Screening (PALS) data (Fall and Spring)
- World-Class Instructional Design and Assessment (WIDA) data for English Language Learners (ELLs)
- Student transfer data
- Student intervention participation by intervention type; and
- Other indicators, if needed.

7. Uses an adaptive reading assessment program approved by Virginia Department of Education to determine student growth at least quarterly for any student who has failed the SOL reading assessment in the previous year, a student with a disability, or an English language learner.

8. Uses the *Algebra Readiness Diagnostic Test* (ARDT) for all schools with grade 5 or higher for all students who have failed the SOL mathematics assessment in the previous year, a student with a disability, or an English language learner (fall, mid-year, and spring at minimum).

9. Ensures principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative.

Tab 24: Assurances

- 10. Continues implementation of a division-level team with representatives for the following: instruction, Title I, special education and ELL (if applicable). The division team will:
 - review each school's improvement plan;
 - ensure documentation of division support is evidenced in the school's plan;
 - meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report; and
 - assist in updating the school's plan to evidence the division's support of actions developed from analysis of data.
- 11. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs.
- 12. Collaborates with VDOE-assigned onsite contractor to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform.
- 13. Provides an annual structured report to a panel of VDOE staff and turnaround leaders detailing the current action plan, current leading and lagging indicators, and modifications to be made to ensure the reform is successful.
- 14. Reports to the state the school-level data required under the final requirements of this grant, including USED required teacher and principal evaluation data (SIG/TPEC Report).
- 15. Ensures the school principal is integrally involved in the application process.
- 16. Implements UPD Performance Management with fidelity. This applies only to selected school divisions where funding is provided by OSI.

Certification: I hereby certify that, to the best of my knowledge, the information contained in the application and on IndiStar is correct. I agree to adhere to the requirements of the USED Flexibility Waiver. The superintendent must keep a signed copy of this document at the division level for audit purposes.

| | | |
|------------------------------|------------------------------------------------|----------------------------------------------|
| Principal's Signature: | <input type="text"/> | Date <input type="text" value="12/15/2014"/> |
| Principals's Typed Name: | <input type="text" value="Jessie Duncil"/> | |
| Superintendent's Signature: | <input type="text"/> | Date <input type="text" value="12/15/2014"/> |
| Superintendent's Typed Name: | <input type="text" value="Dr. Kregg Cuellar"/> | |

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

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

The school division must assure that it:

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

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

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

3. Follows state and local procurement policies.

- If selecting a LTP from the state's Low Achieving Schools Contract Award, the division adheres to the requirements and scope of the LTP's state-approved Low Achieving Schools Contract of Award. http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml.
- If selecting a LTP that is not on the state's Low Achieving Schools Contract of Award, the division's procurement policies and procedures are followed.

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

4. Follows Virginia's state requirements for teacher and principal evaluation under the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Virginia Standards for the Professional Practice of Teachers* and the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*.

5. Uses *Indistar*™, an online school improvement tool to:

- establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
- document and describe each action to be implemented, who is responsible and date by which action will be completed;
- collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
- set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
- complete an analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school.

6. Uses an electronic query system to provide principals with quarterly data needed to make data driven decisions at the school-level (see Web site: http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml). High schools not meeting the Federal Graduation Indicator (FGI) rate may use the Virginia Early Warning System (VEWS) in lieu of the Virginia Dashboard (Datacation).

(http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtm)

Data points should include, at minimum:

- Student attendance by student
 - Teacher attendance
 - Benchmark results
 - Reading and mathematics grades
 - Student discipline
 - Phonological Awareness Literacy Screening (PALS) data (Fall and Spring)
 - World-Class Instructional Design and Assessment (WIDA) data for English Language Learners (ELLs)
 - Student transfer data
 - Student intervention participation by intervention type; and
 - Other indicators, if needed
- Datacation is required for each Priority school in districts with a grant funded Turnaround Office.**

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

| |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7. Uses an adaptive reading assessment program approved by Virginia Department of Education to determine student growth at least quarterly for any student who has failed the SOL reading assessment in the previous year, a student with a disability, or an English language learner. |
| 8. Uses the <i>Algebra Readiness Diagnostic Test</i> (ARDT) for all schools with grade 5 or higher for all students who have failed the SOL mathematics assessment in the previous year, a student with a disability, or an English language learner (fall, mid-year, and spring at minimum). |
| 9. Ensures principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative from the Office of School Turnaround . |
| 10. Continues implementation of a division-level team with representatives for the following: Office of School Turnaround, instruction, Title I, special education and ELL (if applicable). The division team will: <ul style="list-style-type: none">• review each school's improvement plan;• ensure documentation of division support is evidenced in the school's plan;• meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report; and• assist in updating the school's plan to evidence the division's support of actions developed from analysis of data. |
| 11. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs. |
| 12. Collaborates with VDOE-assigned onsite contractor to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform. |
| 13. Provides an annual structured report to a panel of VDOE staff and turnaround leaders detailing the current action plan, current leading and lagging indicators, and modifications to be made to ensure the reform is successful. |
| 14. Reports to the state the school-level data required under the final requirements of this grant, including USED required teacher and principal evaluation data (SIG/TPEC Report). |
| 15. Ensures the school principal is integrally involved in the application process. |

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

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

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

Certification: I hereby certify that, to the best of my knowledge, the information contained in the application and on IndiStar is correct. I agree to adhere to the requirements of the USED Flexibility Waiver. The superintendent must keep a signed copy of this document at the division level for audit purposes.

Principal's Signature:

Date

Principal's Typed Name:

Superintendent's Signature:

Date

Superintendent's Typed Name:

Tab 26- Helpful Links

| Description | Link |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| VDOE Low Achieving Schools Contract Award | http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml |
| NCES | http://nces.ed.gov/ccd/schoolsearch/ |
| State Contract Award | http://www.doe.virginia.gov/school_finance/procurement/index.shtml |
| Guidance regarding indirect rate was issued at the end of January in Superintendent's Memo #023-14, "Changes for the 2013-14 Annual School Report-Financial Section." | http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml |
| The indirect cost rate is based on the rate for the LEA | http://www.doe.virginia.gov/school_finance/budget/ |
| Electronic query system | http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml |
| Virginia Early Warning System (VEWS) | http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml |
| | |
| Selena McBride (804) 371-4989 | selena.mcbride@doe.virginia.gov |
| Beverly Rabil (804) 786-1062 | beverly.rabil@doe.virginia.gov |
| Yvonne Holloman (804) 225-2064 | yvonne.holloman@doe.virginia.gov |