

Tab 1: Division and School Information

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| Division Name | Lynchburg City Schools |
| Contact | Michael K. Rudder |
| Address Line 1 | 915 Court Street |
| Address Line 2 | P.O. Box 2497 |
| City, VA, zipcode | Lynchburg, VA 24505-2497 |
| Email Address | ruddermk@lcsedu.net |
| Telephone Number | 434-515-5036 |

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

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|-------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------------------------------|-----------|--------------------------|------------|
| School 1 Name | Dearington Elementary School for Innovation | Indicate which model the school has chosen with an X. | | | | | |
| Principal Name | Daniel J. Rule | 1 | <input type="checkbox"/> | USED School Turnaround | | | |
| Address Line 1 | 210 Smyth Street | 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 | Lynchburg, VA 24501 | 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 | ruledj@lcsedu.net | | <input type="checkbox"/> | 1003(a) | | | |
| Telephone Number | 434-515-5220 | | <input checked="" type="checkbox"/> | 1003(g) | | | |
| NCES ID #: | 5.10234E+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 | <input type="checkbox"/> | |
| | | 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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| School 1 Name: | Dearington Elementary School for Innovation |
| <p>Reflections and Planning Use this tab to reflect on the past year's improvement efforts and to plan for next year. Include Indistar indicators that reflect associated action steps and responsibilities that are evidenced in the school's improvement plan for 2014-2015 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.</p> | |
| Question | Response |
| <p>Future Goals: 1. Please list 3- 5 goals for the upcoming school year:</p> | <p>By the end of the 2014 – 2015 school year, the school's performance on the Reading SOL test, as measured by the AMO result for all students, will increase by 15% as compared to the 2013 – 2014 school results (34.95%). 2. By the end of the 2014-15 school year, the federal AMO achievement results for all students will increase by 15% as demonstrated on the Math SOL test results when compared to 2013-14 school results (31.68%). 3. As a result of implementing a school wide discipline plan (PBIS), the number of disorderly or disruptive behavior offenses will be reduced by 10% as compared to 2013-2014.</p> |
| <p>School Climate: 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? b. What were the most successful strategies used to change the school climate? c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p> | <p>a. DESI's climate is evolving towards one that is more positive and academically focused. Faculty and staff have embraced academic challenges and placed school improvement as a priority issue. Based on the most recent school culture survey, the school is viewed as being more conducive to learning by students, parents, and teachers. Faculty members have been energized by participating in professional learning communities that are focused on the teaching/learning cycle. b. The school implemented a new Character Education program entitled 'FINS Up! No Excuses.' in partnership with the Positive Behaviors Intervention and Supports (PBIS) strategies. Implementing this program has led to an increase in student effective effort, student leadership, and student positive behavior choices. The re-establishment of the PTO along with the implementinon of the Family and Schools Together (FAST) program through a school partnership with Horizon Behavior Health has increased student and parent participation in school events/activities as well as teacher engagement with parents. c. To date, no strategies implemented have proven to be unsuccessful. The culture survey for 2014-2015 was administered in October. Results will be available in January 2015.</p> |

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| <p>2. Are there any anticipated barriers to further improving the school climate?</p> | <p>Yes, the primary barriers to further improving the school climate are twofold. There are external factors relative to neighborhood and community issues that overflow into the school setting. These include social and environmental issues that are outside of the control of the school and school division. The school division, however, actively collaborates with city government and agencies as well as community and civic organizations to address these issues. The second barrier is related to recent personnel changes. Teacher and community buy-in continues to be a challenge relative to these changes.</p> |
| <p>PROCESS STEPS / ATMOSPHERE OF CHANGE 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>1a. and 1.b The Leadership Team/Improvement Team consists of the principal, Title I math specialist, Title I reading specialist, K-2 unit leader, 3-5 unit leader, unit leader for teachers working with disabled students, internal lead partner, and a parent. This team meets on a monthly basis and more frequently during the plan development process. Unit leaders discuss meeting actions with their respective units and seek input regarding plan development and implementation. Meeting minutes are distributed to all faculty members. Decisions are also communicated with faculty via faculty meetings, emails, and weekly memorandum to staff. Parents are actively engaged in the process through PTO meetings and the Principal's Parent Advisory Council which occur monthly.</p> |
| <p>2. How are responsibilities divided amongst the team members?</p> | <p>Team members include representatives from the following areas of expertise: K-2 representative, 3-5 representative, school wide math representative, school wide reading representative, and teacher of students with disabilities. Responsibilities are divided among team members responsible in accordance to their specific area of expertise in Turnaround Principles (TP) #1-7. Team members working in all grade levels in reading and math are responsible for collaborating with teachers in the analysis of data to identify need based professional development (TP 2, 4, 5). Administrative team members will ensure collaboration with division to meet TP #1 and 3, and administrative team members within the school, with close collaboration with the division, will be accountable to the implementation of strategies to address TPs #2-7.</p> |

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| <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>Using available data, the Leadership Team and PBIS Team meet monthly and the Teacher Assistant Team (TAT) meets upon referral to monitor the effectiveness of strategies that are being implemented within the school. When strategies are not proving to work they are modified, discontinued, or replaced. In addition to these schoolwide leadership teams, grade level PLCs meet weekly to discuss strategies at the classroom level. Data is used to make decisions about what that grade level team will do next to improve student learning. In addition to the team structure, the administration and the district instructional coaches regularly visit classrooms to monitor the implementation of new strategies in order to design appropriate professional development to build teacher capacity.</p> |
| <p>INSTRUCTION 1. How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)</p> | <p>Students are identified for additional support in reading based on data from: PALS, iReady, SOL Assessments, anecdotal teacher observations, Lynchburg City Schools (LCS) created benchmark assessments, teacher made assessments, and the child study team. Students are identified for additional support in math based on data from: iReady, SOL Assessments, anecdotal teacher observations, LCS created benchmark assessments, teacher made assessments, and the child study team. Data is reviewed and, working in collaboration with team members, it is determined what tier of intervention the student needs as additional support in reading and math.</p> |
| <p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p> | <p>(a) Teachers differentiate learning for students in Tier 1 instruction through flexible small groups in reading and math. Within this small group guided instruction format, teachers provide one to one assistance as needed. Further, teachers differentiate by varying or modifying assignments, provide explicit instruction in a variety of modalities that encompass different learning styles of students, and providing enrichment activities that may include project based assessments. (b) Formative assessments are used to monitor student progress and effectiveness of instructional strategies. Grade level PLCs work together to create assessments that are aligned with the content and cognitive level of curriculum framework. These assessments are used to determine the areas of strength and areas of need for students. Based on this data, students are placed in small groups in the content area where support or enrichment is needed. Division assessments are administered twice annually to determine the progress in core content areas. Core content pacing guides have been aligned with the curriculum framework. Data from division assessments are used to determine areas of strength and areas of need for students and programs.</p> |

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| <p>3. How does student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p> | <p>All teachers received training on the creation and implementation of SMART Goals that track individual student growth and achievement. Each teacher was required to align individual SMART Goals with school goals relative to student achievement in mathematics and reading. Goals were tiered for individual students with the goal for each tier set to ensure proficiency or beyond. For students with extenuating circumstances, teachers developed goals that were achievable based on existing student performance data. Teachers met with administration in the development of their class and individual SMART Goals that were then approved by building level administration. Teachers' progress toward their class and individual goals will be monitored by the principal and technical assistance will be provided when needed.</p> |
| <p>EXTERNAL SUPPORT 1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p> | <p>The community partners support Dearington Elementary School for Innovation by developing programs that are strategic in meeting the needs of the students, staff, and administration. The following supporting programs help meet the school's improvement goals: *Students from local colleges and universities provide small group and 1 on 1 tutoring in the areas of reading and math support at all grade levels. *Bright Hope Tutorial offers off-site after school tutorial services in reading and math. *American National Bank is a key business partner that provides all students with school supplies, 40 families with Christmas dinner, and instructional support including one to one reading partners for identified students K-5. *The American Rabbit Breeders Association and Therapy Dogs International partner with DESI to provide one to one therapy dogs and bunnies for students in grades K-5 in the area of reading. Volunteers with these organizations have students read to the rabbits and dogs as a way to encourage reading and build self confidence.</p> |
| <p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p> | <p>Dearington Elementary School is submitting a request to the VDOE to contract with the American Institutes for Research (A.I.R) to provide support as our Lead Turnaround Partner (LTP). They will provide support that will be aligned with our various data, identified areas of need, and other school improvement efforts. AIR will provide the following assistance in achieving the goals for Dearington Elementary School: providing coaching to align with building teachers' capacity in instructional practices, providing reading and math instructional coaching support and professional development to support and assist in lesson planning, curriculum alignment, student engagement, and delivery of instruction. Furthermore, they will provide leadership support in the areas of turnaround to include data driven decision making, using data, formative assessments, quick wins, communication, outreach, and other foci of implementation; monthly 90-minute leadership training sessions; support in developing presentations for the monthly Shared Governance Team meetings; and on-site leadership coaching to the principal and other leaders monthly. AIR will work with the school in implementing a coaching tracking tool that will allow school leadership to track both leadership and instructional coaching professional development sessions (See attached Scope of Work).</p> |

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| <p>3. In what ways will parents be involved in the design and implementation of the interventions, and given the opportunity for input? Informed of progress?</p> | <p>Parents are increasing their communication with the school and are taking an interest in the progress being made by students, teachers, and administration. The parents provide input through surveys given after Title 1 parent engagement events and the annual Cultural Survey. Parents are invited to meet with the Principal monthly as part of the Principal's Parent Advisory Council to learn about the progress of the school as well as share input on the school's plan. In addition, a parent serves as a member of the School Improvement Team to ensure that parents' ideas are included. Annually, parents respond to the Title 1 survey in regards to school improvement. This data is gathered and used to plan ongoing parent involvement opportunities for the upcoming school year. Four times annually there are designated conference nights to share instructional information with parents. Parents are also invited to participate in parent/teacher conferences and intervention conferences to discuss the performance of the student. Weekly memos are sent home in Tuesday Folders to share instructional information with the parents. The LTP will be assisting the school in enhancing their parent engagement strategies.</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>Teacher applications are vetted through the Human Resources Department for the school system. From those vetted applications, the principal selects applicants to be interviewed by the principal and other faculty representatives. The principal first reviews teacher licensure to ensure that applicants selected for interview are highly qualified for the available position. The Human Resources Department conducts background checks and other investigative actions for applicants selected to fill positions. Content knowledge and track record regarding student performance are a considered when making final recommendations for hiring. The principal, after selecting from the candidate pool, reviews experience, licensure, teacher performance in academics as well as classroom management, and assigns teachers to the most appropriate grade level for instruction. Teachers are assigned to classes and grade levels annually based upon observation and evaluation data. Currently all teachers are assigned to classes within their area of licensure and are highly qualified.</p> |
| <p>2. What is your process for implementing the division's teacher evaluation system?</p> | <p>Teachers are evaluated in accordance with the Lynchburg City Schools Teacher Performance Evaluation Handbook. Teacher performance standards #1-6 count for 10% respectively, and teacher performance standard #7 accounts for 40% of the evaluation. The principal ensures that all schedules and timelines identified in the Teacher Performance Evaluation handbook are adhered to on an annual basis. There is a separate evaluation cycle for tenured and nontenured teachers. During a year that a teacher is not formally evaluated, he/she creates a professional growth plan that may support school or individual growth needs. Each teacher meets annually with the principal to create SMART goals that are aligned with school improvement goals. Progress is monitored on a monthly basis and support or additional assistance is provided when needed. Throughout the course of the year, all teachers, regardless of their evaluation cycle status, are observed and provided with feedback. A mid-year conference is convened to discuss progress towards these SMART goals. Final teacher evaluation ratings are a result of data collected from these observations and conferences.</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. Successful teachers are identified for recognition based on classroom visits, observations, day to day interactions, participation in grade level and school activities, and student assessment data. Each month teachers, staff members, and school leaders are recognized through the following modes of communication: Weekly Monday Memo, Wall of Fame board, recognition at staff meetings, and in PLCs, quarterly awards assemblies in front of the student body, and various incentives are provided in collaboration with area partnerships. b. Teachers in need of additional support are identified based on student learning data and informal or formal observations. Once a need is identified, the principal consults with school or district staff as needed to plan for needed professional development or intervention. If a need is recognized across several areas, the professional development is presented whole-group. If a need is recognized on an individual basis, individual support is provided through co-teaching, modeling or formal professional development both in-house and off-campus. Professional development and monitoring may be provided by the principal, District Content Supervisors, District Coaches, or Lead Turnaround Partner through continuous coaching and modeling.</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 in accordance with the Lynchburg City Schools Principal Performance Standards as outlined in the Administrative Performance Evaluation Handbook. These performance standards are aligned with the performance standards for principals established by the Virginia Department of Education. The superintendent evaluates the principal. Feedback is received formally three times per year and informally following periodic site visits. A section of the annual School Culture Survey addresses the performance of the principal and this data is used to inform the evaluation process.</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>Not applicable for this year.</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>There is a collaborative process for matters relating to the school improvement effort, which includes stakeholders from the district, school level, and external partners. The administrator has established a School Leadership Team that participates in all decisions related to school improvement efforts, the school vision, and the creation and monitoring of the Indistar plan. Leadership team members represent the faculty at large and seek input for discussion and action during leadership team meetings. Along with the school leadership team, the community shares input for discussion and action through the monthly Principal's Parent Advisory Council. The leadership team meets twice monthly to aid in the creation of the Indistar Plan, and will meet at least once monthly after the plan has been created. The indicators and tasks drive the monitoring and evaluation of the plan. Once a month, a day is set aside for data specialists on the School Leadership Team to meet and collaborate to gather data to be discussed at the monthly leadership team meeting. The data collected drives all actions or changes to the Indistar plan. Weekly grade level PLCs use the data collected from formative assessments at their grade level to determine grade level instructional changes or decisions to be made. The LTP and the district will establish norms that serve as a systemic approach to gathering data, meeting with administration, observing classroom instruction, and giving timely structured feedback to teachers. The LTP and district will meet regularly to discuss plans, establish next steps and recommendations for school administration and staff. The approach by the LTP and district when working with the school will involve assisting and identifying strengths as well as areas for refinement. This approach will allow the administrator to feel included in the process and valued as a school leader.</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>Dearington Elementary School is a school for innovation (DESI). As a consequence, the district policy allowing staff members to enroll their children in the school where they teach is not afforded to schools for innovation. This may create situations that discourage a candidate from accepting a position at DESI. DESI administration is in the process of advocating for a change in this school policy in order to continue to recruit and retain highly qualified candidates. The policy addendum/change requires school board approval.</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>1a. Support staff from the district level, in consultation with the External Lead Partner and the school's leadership team, will meet to determine the services that should be maintained and/or eliminated. The continuation of collaboration with central administration and various departments to provide support in the following areas: data analysis to gauge student achievement, professional development to continue to build teacher and principal capacity, and funding sources to support school improvement efforts.</p> <p>1b. In preparation for the phase out of funds, supports, and services, the Leadership Team, led by the school principal, will review the effectiveness of support services rendered. The team will review performance of staff and impact on student achievement to determine programs to sustain or phase out. Instructional resources and materials will be evaluated to determine the need for continued implementation and cost effectiveness. Transition/ Exit conferences with community/school based partnerships will be held to discuss the level of services that will continue. The LEA will seek to provide support for programs and materials that had a positive impact on student achievement by seeking additional grant funds and leveraging existing resources.</p> |
| <p>2. What supports from the state would be the most helpful?</p> | <p>Based on the analysis of data, the LEA and school will determine the specific level of technical and financial assistance needed from the state. The continuation of state support that offers opportunities for teacher development to assist in building teacher and school capacity and sustainability will serve as valued intervention that would ultimately result in increased student learning. As a school in improvement, it would be valuable to be connected with schools with like demographics, to observe their successes and learn from their model if it has proven successful.</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>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p> | <p>Response</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>For the Lynchburg City Schools 2013-14 academic calendar, students were scheduled for 180 days beginning on August 26, 2013 and concluding on June 6, 2014. The length of the elementary school day was from 8:40 AM and concluded at 3:35PM. Students were not required to attend a before school, after school, or summer school program for the 2013-14 academic calendar. Students attend for 415 minutes/day for 180 days totaling 74,700 minutes. Virginia Standards of Quality require students to attend 180 days or 990 hours. Student at DESI currently attend 255 hours over the 990 hours requirement. No additional increased learning time for all students is planned for 2014-15. In collaboration with the LTP and division calendar, DESI is planning to significantly increase instructional time by the end of the 2016-17 school year by expanding before and after school opportunities for all students.</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: Total Students: 203 Male: Male: 90 Female: Female: 113 Asian: Asian: 0 Black: Black: 178 Hispanic: Hispanic: 2 White: White: 17 Students with disabilities: Students with disabilities: 13 Limited English proficient: Limited English proficient: 0 Migrant: Migrant: 0 Homeless: Homeless: 11 Economically disadvantaged: Economically disadvantaged: 177</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>Area 1. In the area of Reading the following are the pass rates for the identified years: Grade 3 = 38 (2012-13), 35 (2013-14), Grade 4 = 55 (2012-13), 29 (2013-14), Grade 5 = 54 (2012-13), 43 (2013-14). Grade three saw a slight decline at an already low reading achievement score. Grade four saw a very large slide as well as grade five. Area 2. In the area of mathematics the following are the pass rates for the identified years: Grade 3 = 6 (2012-13), 11 (2013-14), Grade 4 = 72 (2012-13), 36 (2013-14), Grade 5 = 38 (2012-13), 54 (2013-14). Grade three saw minimal gains, grade four saw a steep decrease (36 points), and Grade five saw substantial gains in the area of math (+16).</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>Dearington Elementary School for Innovation was built in 1927 and opened as a two-room schoolhouse that served the black children of the neighborhood. In the mid-sixties the school was expanded. Now Dearington has 12 classrooms, one two-classroom modular, two computer labs, and three resource classrooms. The Library media center has four desktop computers, a SMART Board that is used as a resource for teaching, and four tables (two round and two rectangular). The cafeteria is located adjacent to the school front lobby and has one serving line for the students. The cafeteria has a stage at one end and serves as an area for school wide events and indoor movement education classes when weather does not permit for an outdoor class. If movement education is outside, the recess fields and blacktop are used for this class. In order to get outside, you must cross a city street to use these facilities. This city street is blocked off during school hours to restrict car access.</p> | |
| <p>7. Information about the types of technology that are available to students and instructional staff</p> | <p>Technology is readily available for staff and students at Dearington Elementary School for Innovation. All fifth grade students and teachers have access to their own personal Chromebook. All third and fourth grade students have access to their own personal laptop computer. DESI has two computer labs (one with 15 desktop computers and one with 20 desktop computers). DESI also shares two iPod carts between K-5 classrooms. All personal devices have wireless capabilities and the school has a wireless infrastructure. Each DESI teacher has a personal laptop provided by the school system and every classroom is provisioned with SMART technologies as an interactive whiteboard. Recently, the art teacher was awarded a grant to provide instruction on iPads and teachers received a grant to start incorporating video cameras as part of a digital media club to enrich instruction.</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>20</p> | <p>100%</p> |
| <p>Teachers (not highly qualified)</p> | <p>0</p> | <p>0%</p> |

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| Set 2 Category | Number of Teachers | Percentage of All Teachers |
|-----------------------------------------------------|-------------------------------|---------------------------------------|
| Teachers with less than 3 years in grade/subject | 10 | 50% |
| Number of teachers with a provisional license | 1 | 6% |

**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))
Kindergarten (2), Grade 1 (2), Grade 2 (0), Grade 3 (2), Grade 4 (2), Grade 5 (2)**

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| <p>9. a. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below)</p> <p>Sample:</p> <table border="1"> <thead> <tr> <th>Yrs</th> <th>#Instructional Staff</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> </tr> <tr> <td>1</td> <td>6</td> </tr> <tr> <td>2</td> <td>4...</td> </tr> </tbody> </table> <p>b. Total number of days teachers worked divided by the number of teaching days (2013-2014).</p> | Yrs | #Instructional Staff | 0 | 1 | 1 | 6 | 2 | 4... | <p>0 years- 7 1 year- 2 2 years- 2 3 years- 3 6 years- 1 9 years- 1 18 years- 2 19 years- 1 25+ years - 1 93.75</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|---|---|---|---|---|------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Yrs | #Instructional Staff | | | | | | | | |
| 0 | 1 | | | | | | | | |
| 1 | 6 | | | | | | | | |
| 2 | 4... | | | | | | | | |

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>a. The division will create a leadership team that includes an internal lead partner, the assistant superintendent for curriculum and instruction, the director of instruction, the supervisor for mathematics, the supervisor of english, and ad hoc members that include human resources, instructional technology, and director of family engagement. Division leadership team members will attend monthly SGT meetings that include classroom observation/walk throughs, a review of current school data (academic, attendance, student behavior), and monitor implementation of professional development. The division leadership team will attend quarterly data meetings and review LTP progress reports with the school administration. Also, the Assistant Superintendent of Instruction will make monthly progress reports to the superintendent and school board.</p> <p>b. Monthly: SGT meetings, progress report to school board, monthly progress reports by the LTP, monthly reports to the state</p> <p>Quarterly: Data meetings, review of LTP Progress Reports</p> <p>Annually: Review and presentation of Final Summary Report to school board, superintendent and VDOE Office of School Improvement</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 reviewed documentation on the Virginia Department of Education website for all approved lead turnaround partners selected under VDOE-RFP#DOE-LASTP-2013-04. Following this review, division and school team members participated in the webinar series provided by the Office of School Improvement. From these two activities, four vendors were selected and invited to an on-site interview. Each of the four identified vendors visited the school and participated in the interview process. Upon completion of the interviews, AIR was invited for a second interview. During the second interview, the division team and AIR engaged in dialogue that lead to moving forward with developing a scope of work. The scope of work was finalized with AIR on December 12, 2015 and is attached to the grant application.</p> |

Tab 2: School 1 Reflections and Planning
and Required Elements

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| <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 division's annual goal for Dearington Elementary School for Innovation was established as part of the principal's evaluation process between the Superintendent and the principal. By the end of the 2014 – 2015 school year, the school's performance on the Reading SOL test will increase by 15% as compared to the 2013 – 2014 school results. By June 2015 the students' achievement scores will increase by 15% as demonstrated on the Math SOL test results. The administration of ongoing formative assessments and district assessments allows the school to monitor student achievement and ensure that tiered instructional support is provided to students. Assessment data, discipline data, attendance data, and other data points are used to identify students in need of Tier 2 and Tier 3 intervention support. The division team provides support to schools through participation in monthly SGT meetings, walk throughs, curriculum alignment, and professional development based on student and school needs.</p> |
| <p>4. Explanation of the division's capacity to serve its Priority Schools.</p> | <p>The school division has the capacity to support DESI in implementing it's transformation model. The principal was replaced at the beginning of SY2013-14. In SY2013-14 the school division created and appointed a new director of school improvement. In June 2014 the school division hired a new assistant superintendent of curriculum and instruction who has extensive background and expertise in school improvement as a former principal, staff member of the US Department of Education, and Vice President of Teach for America. In addition, as of 2014-15, the division reinstated math and reading content supervisors and revamped the coaching model assigning a specific instructional coach to DESI. The division has also assigned an information technology resource teacher to assist DESI in it's 1 to 1 initiative in grades 3-5. Once DESI was identified as a priority school, the division division established a division transformation team that consists of the Director of School Improvement as internal lead partner, the assistant superintendent for curriculum and instruction, the director of instruction, the supervisor for mathematics, the supervisor of english, and ad hoc members that include human resources, instructional technology, and director of family engagement. Through working with the school administration and community, the division has identified a Lead Turnaround Partner to assist the division and school in the transformation effort. The division is also training the principal and all faculty members in the AARPE process designed to align academic review tools and teacher performance evaluation.</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> | |

Tab 2: School 1 Reflections and Planning
and Required Elements

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| <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) | | | | | |
|---------------------------------|------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------|---------------------------------------------|--------------------------------------|-----------------------|----------------------------------|
| | | Dearington Elementary School for Innovation | | | | | |
| 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 | \$ - | \$ - | \$ - | \$ 33,000.00 | \$ 33,000.00 | \$ - | \$ 33,000.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 2,524.50 | \$ 2,524.50 | \$ - | \$ 2,524.50 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 144,150.00 | \$ 144,150.00 | \$ 20,000.00 | \$ 164,150.00 |
| 4000 - Internal Services | \$ - | \$ - | \$ - | | \$ - | \$ - | \$ - |
| 5000- Other Charges | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,000.00 | \$ 5,000.00 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ 2,600.00 | \$ 2,600.00 | \$ - | \$ 2,600.00 |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ - | \$ 182,274.50 | \$ 182,274.50 | \$ 25,000.00 | \$ 207,274.50 |
| 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.

| | | |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <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: Dearington Elementary School for Innovation</p> | <p>Budget Narrative</p> |
| <p>1000 - Personnel</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Teacher Stipends (15 teachers @\$2000/teacher over 10 days) for summer math and reading curriculum and assessment development per the approved SOW that states the leadership coach will provide summer PD for staff. The math and reading coach will 'conduct summer professional development with designated grade level teachers based on analysis of current student achievement progress' per the approved SOW. Teacher stipend (6 teachers @500/teacher over 14 days) for leadership team meetings. (Total \$33,000)</p> <p>Other Expenses:</p> | |

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

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| <p>2000- Personnel (Benefits)</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: FICA for teacher stipends (33,000 x 0.0765 = \$2524.50)</p> <p>Other Expenses:</p> |
| <p>3000- Purchased Services</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: LTP Scope of work March 2015-August 2015: American Institute for Research (AIR- See scope of work) (1550 per student x 186 students)/ 12 months (x 6 months March-Aug) = \$144,150 VDOE State Contractor orientation, report completion and data review, and continuous monitoring and alignment of the division, LTP, and the school: \$20,000</p> <p>Other Expenses:</p> |

| | |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4000 - Internal Services | Pre-Implementation: Division-level: School-level: Other Expenses: |
| 5000- Other Charges | Pre-Implementation: Division-level: School-level: Other Expenses: Travel: 1. Site visit (division and school personnel participate in site visits to 3 high performing schools): \$5,000 |

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

| | |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6000- Materials and Supplies | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Math manipulatives for each classroom (13 classrooms x \$200/class = \$2,600)</p> <p>Other Expenses:</p> |
| 8000- Equipment Capital Outlay | <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) | | | | | | |
|---------------------------------|------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------|---------------------------------------------|--------------------------------------|-----------------------|----------------------------------|
| | Dearington Elementary School for Innovation | | | | | | |
| 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 | \$ - | \$ - | \$ - | \$ 89,320.00 | \$ 89,320.00 | \$ 40,000.00 | \$ 129,320.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 6,832.98 | \$ 6,832.98 | \$ 20,000.00 | \$ 26,832.98 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 339,650.00 | \$ 339,650.00 | \$ 20,000.00 | \$ 359,650.00 |
| 4000 - Internal Services | \$ - | \$ - | \$ - | \$ 20,301.60 | \$ 20,301.60 | \$ - | \$ 20,301.60 |
| 5000- Other Charges | \$ - | \$ - | \$ - | | \$ - | \$ 10,000.00 | \$ 10,000.00 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ - | \$ 456,104.58 | \$ 456,104.58 | \$ 90,000.00 | \$ 546,104.58 |
| Pre-Implementation Total | | \$ - | | | | | |

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

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| <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>Dearington Elementary School</p> <p>School: for Innovation</p> | <p>Budget Narrative</p> |
| <p>1000 - Personnel</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Teacher stipends (15 teachers @\$2000/teacher over 10 days) for summer math and reading curriculum and assessment development. Teacher stipend (6 teachers @\$500/teacher over 10 days) for leadership team meetings. Teacher stipend: 22 teachers at \$1000/teacher for training in Turnaround for Children (\$22,000 total). Teacher stipend: after school tutorial for 90 days for 3 teachers for afterschool interventions for 1 hour per day at \$26 per hour (\$7,020 total). Extended Learning time teacher stipends (6 teacher x \$26/hour x 7 hours/day x 25 days = \$27,300)</p> <p>Other Expenses: Academic instructional coach \$40,000 (\$40,000 salary)</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: FICA for teacher stipends ($\\$89,320 \times 0.0765 = \\$6,832.98$)</p> <p>Other Expenses: Academic instructional coach \$20,000</p> |
| <p>3000- Purchased Services</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: LTP Scope of work September 2015-August 2016: American Institute for Research (AIR- See scope of work) (1550 per student x 203 students) = \$314,650.00 Turnaround for Children contract for \$25,000 to train all staff VDOE State Contractor: \$20,000 Other Expenses:</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: After school busses for 90 days of tutorial: \$12,801.60 Extended learning time transportation (\$300/day x 25 days = \$7,500) Other Expenses:</p> |
| <p>5000- Other Charges</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses: Travel: 1. Site visit (division and school personnel participate in site visits to 3 high performing schools). 2. Division and school personnel attend professional development conferences (Total \$10,000)</p> |

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

| | |
|-------------------------------------------|----------------------------------------------------------------------------------------|
| 6000- Materials and Supplies | Pre-Implementation: Division-level: School-level: Other Expenses: |
| 8000- Equipment Capital Outlay | Pre-Implementation: Division-level: School-level: Other Expenses: |

Tab 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 1: | <input checked="" type="checkbox"/> | 1003(g) | | | | | |
|---------------------------------|------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------|---------------------------------------------|--------------------------------------|-----------------------|----------------------------------|
| | Dearington Elementary School for Innovation | | | | | | |
| 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 | \$ - | \$ - | \$ - | \$ 37,320.00 | \$ 37,320.00 | \$ 40,000.00 | \$ 77,320.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 2,854.98 | \$ 2,854.98 | \$ 20,000.00 | \$ 22,854.98 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 334,650.00 | \$ 334,650.00 | \$ 20,000.00 | \$ 354,650.00 |
| 4000 - Internal Services | \$ - | \$ - | \$ - | \$ 20,301.60 | \$ 20,301.60 | \$ - | \$ 20,301.60 |
| 5000- Other Charges | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 10,000.00 | \$ 10,000.00 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ - | \$ 395,126.58 | \$ 395,126.58 | \$ 90,000.00 | \$ 485,126.58 |
| 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.

| | | |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <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 style="text-align: center;">Dearington Elementary School for Innovation</p> <p>School:</p> | <p>Budget Narrative</p> |
| <p>1000 - Personnel</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Teacher stipend (6 teachers @\$500/teacher over 10 days) for leadership team meetings. Teacher stipend: after school tutorial for 90 days for 3 teachers for afterschool interventions for 1 hour per day at \$26 per hour (\$7,020 total). Extended Learning time teacher stipends (6 teacher x \$26/hour x 7 hours/day x 25 days = \$27,300)</p> <p>Other Expenses: Academic instructional coach \$40,000 (\$40,000 salary)</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: FICA for teacher stipends ($\\$37,320 \times 0.0765 = \\$2,854.98$)</p> <p>Other Expenses:</p> |
| <p>3000- Purchased Services</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: LTP Scope of work September 2016-August 2017: American Institute for Research (AIR- See scope of work) (1550 per student x 203 students) = \$314,650.00 VDOE State Contractor: \$20,000</p> <p>Other Expenses:</p> |

| | |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4000 - Internal Services</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: After school busses for 90 days of tutorial: \$12,801.60 Extended learning time transportation (\$300/day x 25 days = \$7,500) Other Expenses:</p> |
| <p>5000- Other Charges</p> | <p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses: Travel: 1. Site visit (division and school personnel participate in site visits to 3 high performing schools). 2. Division and school personnel attend professional development conferences (Total \$10,000)</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: 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 | \$ - | \$ - | \$ - | \$ 33,000.00 | \$ 33,000.00 | \$ - | \$ 33,000.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 2,524.50 | \$ 2,524.50 | \$ - | \$ 2,524.50 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 144,150.00 | \$ 144,150.00 | \$ 20,000.00 | \$ 164,150.00 |
| 4000 - Internal Services | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 5000- Other Charges | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,000.00 | \$ 5,000.00 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ 2,600.00 | \$ 2,600.00 | \$ - | \$ 2,600.00 |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ - | \$ 182,274.50 | \$ 182,274.50 | \$ 25,000.00 | \$ 207,274.50 |

| 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 | \$ - | \$ - | \$ - | \$ 89,320.00 | \$ 89,320.00 | \$ 40,000.00 | \$ 129,320.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 6,832.98 | \$ 6,832.98 | \$ 20,000.00 | \$ 26,832.98 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 339,650.00 | \$ 339,650.00 | \$ 20,000.00 | \$ 359,650.00 |
| 4000 - Internal Services | \$ - | \$ - | \$ - | \$ 20,301.60 | \$ 20,301.60 | \$ - | \$ 20,301.60 |
| 5000- Other Charges | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 10,000.00 | \$ 10,000.00 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ - | \$ 456,104.58 | \$ 456,104.58 | \$ 90,000.00 | \$ 546,104.58 |

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 | \$ - | \$ - | \$ - | \$ 37,320.00 | \$ 37,320.00 | \$ 40,000.00 | \$ 77,320.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 2,854.98 | \$ 2,854.98 | \$ 20,000.00 | \$ 22,854.98 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 334,650.00 | \$ 334,650.00 | \$ 20,000.00 | \$ 354,650.00 |
| 4000 - Internal Services | \$ - | \$ - | \$ - | \$ 20,301.60 | \$ 20,301.60 | \$ - | \$ 20,301.60 |
| 5000- Other Charges | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 10,000.00 | \$ 10,000.00 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ - | \$ 395,126.58 | \$ 395,126.58 | \$ 90,000.00 | \$ 485,126.58 |

| 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 | \$ - | \$ - | \$ - | \$ 159,640.00 | \$ 159,640.00 | \$ 80,000.00 | \$ 239,640.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 12,212.46 | \$ 12,212.46 | \$ 40,000.00 | \$ 52,212.46 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 818,450.00 | \$ 818,450.00 | \$ 60,000.00 | \$ 878,450.00 |
| 4000 - Internal Services | \$ - | \$ - | \$ - | \$ 40,603.20 | \$ 40,603.20 | \$ - | \$ 40,603.20 |
| 5000- Other Charges | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 25,000.00 | \$ 25,000.00 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ 2,600.00 | \$ 2,600.00 | \$ - | \$ 2,600.00 |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ - | \$ 1,033,505.66 | \$ 1,033,505.66 | \$ 205,000.00 | \$ 1,238,505.66 |

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 | \$ - | \$ - | \$ - | \$ 66,000.00 | \$ 66,000.00 | \$ - | \$ 66,000.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 5,049.00 | \$ 5,049.00 | \$ - | \$ 5,049.00 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 288,300.00 | \$ 288,300.00 | \$ 40,000.00 | \$ 328,300.00 |
| 4000 - Internal Services | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 5000- Other Charges | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 10,000.00 | \$ 10,000.00 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ 5,200.00 | \$ 5,200.00 | \$ - | \$ 5,200.00 |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ - | \$ 364,549.00 | \$ 364,549.00 | \$ 50,000.00 | \$ 414,549.00 |

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 | \$ - | \$ - | \$ - | \$ 178,640.00 | \$ 178,640.00 | \$ 80,000.00 | \$ 258,640.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 13,665.96 | \$ 13,665.96 | \$ 40,000.00 | \$ 53,665.96 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 679,300.00 | \$ 679,300.00 | \$ 40,000.00 | \$ 719,300.00 |
| 4000 - Internal Services | \$ - | \$ - | \$ - | \$ 40,603.20 | \$ 40,603.20 | \$ - | \$ 40,603.20 |
| 5000- Other Charges | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 20,000.00 | \$ 20,000.00 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ - | \$ 912,209.16 | \$ 912,209.16 | \$ 180,000.00 | \$ 1,092,209.16 |

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 | \$ - | \$ - | \$ - | \$ 37,320.00 | \$ 37,320.00 | \$ 40,000.00 | \$ 77,320.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 2,854.98 | \$ 2,854.98 | \$ 20,000.00 | \$ 22,854.98 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 334,650.00 | \$ 334,650.00 | \$ 20,000.00 | \$ 354,650.00 |
| 4000 - Internal Services | \$ - | \$ - | \$ - | \$ 20,301.60 | \$ 20,301.60 | \$ - | \$ 20,301.60 |
| 5000- Other Charges | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 10,000.00 | \$ 10,000.00 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ - | \$ 395,126.58 | \$ 395,126.58 | \$ 90,000.00 | \$ 485,126.58 |

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 | \$ - | \$ - | \$ - | \$ 281,960.00 | \$ 281,960.00 | \$ 120,000.00 | \$ 401,960.00 |
| 2000- Personnel (Benefits) | \$ - | \$ - | \$ - | \$ 21,569.94 | \$ - | \$ 60,000.00 | \$ 81,569.94 |
| 3000- Purchased Services | \$ - | \$ - | \$ - | \$ 1,302,250.00 | \$ - | \$ 100,000.00 | \$ 1,402,250.00 |
| 4000 - Internal Services | \$ - | \$ - | \$ - | \$ 60,904.80 | \$ - | \$ - | \$ 60,904.80 |
| 5000- Other Charges | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 40,000.00 | \$ 40,000.00 |
| 6000- Materials and Supplies | \$ - | \$ - | \$ - | \$ 5,200.00 | \$ - | \$ - | \$ 5,200.00 |
| 8000- Equipment Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ - | \$ 1,671,884.74 | \$ 281,960.00 | \$ 320,000.00 | \$ 1,991,884.74 |

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"/> |
| Principals's Typed Name: | <input type="text" value="Daniel Rule"/> | |
| Superintendent's Signature: | <input type="text"/> | Date <input type="text"/> |
| Superintendent's Typed Name: | <input type="text" value="Scott Brabrand"/> | |

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 |