

Tab 1: Division and School Information

Division Name	Norfolk Public Schools
Contact	Dr. Sherrod Willaford
Address Line 1	800 E. City Hall Avenue. Suite 1100
Address Line 2	
City, VA, zipcode	Norfolk , VA 23510
Email Address	swillaford@nps.k12.va.us
Telephone Number	757 628 3989 ext. 21245

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

School 2 Name	James Monroe Elementary School	Indicate which model the school has chosen with an X.					
Principal Name	Celeste M. Jones	1	<input type="checkbox"/>	USED School Turnaround			
Address Line 1	520 W. 29th 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	Norfolk, Virginia 23508	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	cjones@nps.k12.va.us		<input type="checkbox"/>	<b>1003(a)</b>			
Telephone Number	757-628-3500		<input checked="" type="checkbox"/>	<b>1003(g)</b>			
NCES ID #:	#510267002211	Indicate this school's cohort with an X.					
NCES ID Link:	<a href="http://nces.ed.gov/ccd/schoolsearch/">http://nces.ed.gov/ccd/schoolsearch/</a>	<input type="checkbox"/>	Cohort I	<input type="checkbox"/>	Cohort II	<input type="checkbox"/>	Cohort III
		<input type="checkbox"/>	Cohort IV	<input checked="" type="checkbox"/>	Cohort V		
		Indicate this school's tier with an X.					
		<input checked="" type="checkbox"/>	Tier I	<input type="checkbox"/>	Tier II	<input type="checkbox"/>	Tier III

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<b>School 2 Name:</b>	James Monroe Elementary School
<p><b>Reflections and Planning</b> 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>	
<b>Question</b>	<b>Response</b>
<p><b>Future Goals:</b> 1. Please list 3- 5 goals for the upcoming school year:</p>	<p>1. 100% of All Students will increase the AMO Result from 39% to 72% to meet the AMO Target in Reading on the spring 2015 SOL Assessment. 100% of All Students will increase the AMO Result from 43% to 68% to meet the AMO Target on the spring 2015 SOL Assessment. 100% of Gap Group 1 students will increase the AMO Result from 37% to 65% to meet the AMO Target in Reading on the spring 2015 SOL Assesement. 100% of Gap Group 2 students will increase the AMO Result 39% to 64% to meet the AMO Target in Reading on the spring 2015 SOL Assesement. 100% of Gap Group 1 students will increase the AMO Result from 43% to 62% to meet the AMO Target in Math on the spring 2015 SOL Assesement. 100% of Gap Group 2 students will increase the AMO Result % to 64% to meet the AMO Target in Math on the spring 2015 SOL Assesemnt.</p>
<p><b>School Climate:</b> 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>1.a. The climate of the school has changed in the year since the new principal came in 2013. Last year began with a poor visitor check-in system, few staff on duty, parents walking down the hall without checking in, and parents entering the building through multiple doorways. Now, when you enter James Monroe Elementary School, you immediately notice how clean and bright the building is. There is an inviting seating area for visitors. There is a Welcome Table outside the front office to greet parents for special events. Duty teachers and the parent liaison are in the hallway to greet and monitor during both school opening and closing. All parents and visitors enter through the front door and report immediately to the office to sign in. However, some classes are still noisy when moving through the hallways and throughout the building. 1. b. New strategies include: a new computerized sign-in system, decluttering of hallways, new and welcoming furniture for visitors, increased staff assigned for montioring and greeting duty, on-going attention to building maintenance. 1.c. The concern with noisy student lines in the hallway continues despite efforts to have teachers better monitor hallway behavior. The school's PBIS matrix includes guidelines for hallway behavior, but, although some improvement has been noted, the rules are not consistently followed by many teachers. Teacher compliance with PBIS is inconsistent across grade levels.</p>

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<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>Teacher buy-in for change continues to be a challenge. Another challenge is the number of probationary (3 or fewer years of experience of teaching and/or teaching in Norfolk) teachers in grades K-5. In those grades there are 21 teachers and 14 are probationary.</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>2. The Assistant Principal serves as the process manager. The Math and Reading Specialists upload the monthly Common Formative Assessments (CFA) data reports into Indistar and meet with each grade level for collaborative planning to discuss strategies for implementation of change initiatives centered around the Response to Intervention initiative. The school counselor serves as the new PBIS coach, helping the staff and individual teachers improve understanding and implementation of the new PBIS program. Administrators provide leadership, support and professional development for all new change initiatives. All members give input in assessing required Strands and developing tasks in the Transformation Toolkit in Indistar. 3. The school implements the Cycle for Results/RtI model. During monthly Grade level and Vertical Data Team meetings, teachers discuss and agree upon research-based strategies to implement grade-level and/or schoolwide based on the current student achievement data. During a three week time span interventions are provided to students who did not master the CFAs, and/or other assessments. Administration monitors instruction looking for integration of the agreed upon research-based strategies. After the three weeks, a form B of the assessment is given, and the Cycle for Results repeats itself.</p>
<p>3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?</p>	<p>3. James Monroe has identified Robert Marzano's research-based strategies, and John Hattie's strategies with the highest effect size as strategies to implement in daily practice. Implementation of new strategies are monitored through formal observations, walkthroughs and lesson plan checks by administration. Feedback on formal observations, walkthroughs, and lesson plans consistently addresses the integration of new strategies from professional learning into instructional practice. Lesson Plans are collected weekly from new and struggling teachers for review prior to teaching the lesson. Feedback is provided on alignment of the taught, tested and written curriculum, alignment of the student learning objective (behavior, condition, and criterion) with the written and taught curriculum, and implementation of research-based strategies. Strategies are also identified for school-wide use during monthly vertical data team meetings. Interventions using selected strategies are provided by classroom teachers, interventionists, and the reading and math specialists over a three week period. Based on the student achievement results it is determined if the strategies were effective. If not, discussion around fidelity of strategy implementation and whether the strategies selected were the match for the area of student need.</p>

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<p><b>INSTRUCTION</b></p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)</p>	<p>Universal Screening Tests (PALS, DRA, STAR Reading, STAR Math) are administered three times a year to identify students performing below grade level and to monitor the growth of all students in reading and math to ensure that students are on track to gain one or more year's growth. New district-wide common formative assessments (CFA's) are administered as Progress Monitoring assessments each month to identify students who are non-proficient in the state standards taught during the month. Results from these assessments are used to tier students for additional Tier 2 and Tier 3 support. Results are also used to identify targeted skills to inform instructional and intervention planning and delivery. This assessment data also provides information about the effectiveness of both classroom and intervention programs.</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>2.a. Tier 1 differentiation is a major concern at James Monroe School. The reading program is designed to sort students into guided reading groups for Tier 1 direct reading instruction with differentiated lessons for each group. On-going professional development is being provided through coaching by administrators and content specialists to address instructional concerns in this area. 2.b. Formative assessments are used to identify non-proficient students for tiered interventions, identify state standards and skills to guide intervention planning and professional development, and to determine the effectiveness of both Tier 1 classroom instruction and Tier 2 intervention lessons.</p>
<p>3. How does student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p>	<p>3. Students are assessed in the fall and based on student results, the teachers set goals for student growth and identify research-based strategies to support student growth. Standard 7- Student Growth Goals encourages teachers to better track student assessment data and make changes to their instructional planning and delivery. Teachers use an electronic data book to document and monitor student learning progress. Teachers implement strategies identified in student achievement growth goals in their instructional practice and Administration monitors the implementation of the identified research-based strategies during observations, walkthroughs, and lesson planning. Mid-year goals and student achievement data will be reviewed to determine if there has been adequate student growth. There is in-depth discussion between the teachers and principal as to whether strategies were taught with fidelity and/or new strategies should be implemented.</p>

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<p><b>EXTERNAL SUPPORT</b></p> <p>1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>1. The School Improvement Plan outlines support from the following community-based organizations. The Literacy Enrichment Center of Norfolk provides literacy coaches to first and second grade students through the implementation of the school's adaptive reading program (iStation). The coaches run iStation reports to determine student need and designs instruction based on the results. ForKids provides wrap-around services to McKinney-Vento families. Two of their employees are housed in James Monroe to provide mentoring during the school day and tutoring after school two days a week to McKinney-Vento students. The two employees attend professional development provided by the school and district and integrate learning from professional development opportunities. The employee providing tutoring after school is a highly-qualified, licensed teacher. The Focus Group supports James Monroe by organizing college students to mentor and tutor students in grades 3-5. The Norfolk Academy brings student tutors over one day each week to tutor selected students in grades K-2. Tutoring work is provided by the classroom teacher. Selected students go to the Park Place Life Center every Tuesday and Thursday for literacy and math support. Art activities are provided as enrichment. The Eastern Virginia Medical School provides literacy tutors to selected students in grades K-5. All of our community-based organizations provide support in literacy and/or math to help meet the needs of students based on student outcome data.</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>NCS Pearson, Inc. has been selected as the Lead Turnaround Partner to fulfill the Scope of Work collaboratively developed by school's transformation team. We will have also been provided a VDOE contractor to serve as a liaison between the school, division, and state leadership. Partners provide differentiated training and technical assistance for personnel. Family and community engagement, Faculty professional development support, instructional leadership, literacy, and mathematics support will be provided through technical and job-embedded coaching. Tutors are hired to provide targeted interventions for students based on data from district and school wide testing. NCS Pearson will set and monitor school-wide goals and objectives through the 30-60-90 day plan, Indistar reporting, essential actions, assessment of/for learning data, observational walkthroughs, and focus walks.</p> <p>☒</p>
<p>3. In what ways will parents be involved in the design and implementation of the interventions, and given the opportunity for input? Informed of progress?</p>	<p>Regular meetings with the PTA Board provide multiple opportunities for parental input in the planning, design, and implementation of our school's intervention program. On-going parent - teacher conferences provide opportunities for parent and teacher collaboration in planning intervention support for their children. Phone calls, notes home, exchange of emails, progress reports, report cards, and the district "ParentVue" internet gradebook access program keep parents fully informed of their children's progress.</p>

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<p><b>STAFFING &amp; RELATIONSHIPS</b></p> <p>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>Observations, attitude toward change, ability to work well with peers, and student assessment data are used to determine which teachers should be assigned leadership positions (grade chairs, leadership team). Certification status, observation data, student assessment data, past experience, attendance data are used to determine grade level and class assignments. Willingness to change teacher assignments (a second grade teacher will be moved to third grade for the second quarter) helps to ensure a better match between teacher skill and student needs.</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>The administrators follow the Teacher Evaluation System Handbook to ensure that all teacher evaluation protocol is strictly followed. TalentEd software is used as mandated for recording and tracking progress during the evaluation process. All teachers are informed of their evaluation status in a letter sent via email in September for the 2014-2015 school year. The letter outlines responsibilities, tasks, and timelines of the principal and teacher. An observation schedule with caseloads for the principal and assistant principal is updated in the fall, identifying summative and non-summative teachers. A meeting is held with all summative teachers to review the expectations, responsibilities, tasks, and timelines. The principal creates the case loads for the assistant principal and principal. The principal includes the majority of probationary teachers and struggling teachers on her case load. However, the assistant principal and principal complete various observations and post-observation conferences together.</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>3.a. Teacher Recognition and Rewards: Club 212 is a new monthly reward system designed to recognize and reward teachers who have exceeded their assigned duties (i.e., presenting professional development, developing programs to encourage student achievement, serving as a model classroom, etc.) to assist colleagues and students in raising student achievement. The goal is for the students to score 70% or greater on the District Wide monthly CFAs. Teachers are recognized in the weekly Eagle Update that is emailed each week to all staff. 3.b. Poor student performance on district CFA's, administrator walk-throughs and observations, and teacher self reporting of needs are used to identify teachers in need of professional development to improve their instructional practices.</p>
<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>Norfolk Public Schools principals are evaluated using the district Principal Evaluation System by their Executive Director who also provides feedback on their performance. The principal receives feedback from her Executive Director several times a year through onsite observations, which includes Shared Governance Team (SGT), School Improvement Team meetings and walkthroughs. Observation is also provided from the Office of School Turnaround and Support (OSTI) team members during school visits and through coaching notes in Indistar. The frequency of feedback on the principal's performance is given informally, 2-3 times a month. Formal feedback on performance is provided at a minimum of three times a year; fall, mid-year, and spring.</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? <b>(Applies to continuation applications ONLY)</b></p>	<p>N/A</p>

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<p><b>DECISION-MAKING PROCESS &amp; AUTONOMY</b></p> <p>1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?</p>	<p>The School Improvement Leadership team, with input from community and parent stakeholders, and the full teaching staff, come to a consensus on action steps needed to make improvements to areas of need identified in the School Improvement plan which includes professional development needs( based on data analysis of all student achievement results and teacher observations), and parent and community engagement. It is first discussed in the School Improvement Leadership Team meeting and then taken to the grade levels and other stakeholders. It is reviewed monthly and updated as needed.</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>A possible barrier that may impede the school's success could be the lack of monetary incentives to attract and retain experienced and highly effective teachers for James Monroe. The urgency to rapidly improve student performance and close achievement gaps is inherently stressful. Current division practice does not allow for differentiated pay scales or stipends for teachers or administrators to work in a priority school. The time and amount of detailed documentation required to remove ineffective, continuing contract personnel has a negative impact on the productivity and retention of highly effective personnel. Current division practice requires that all principals adhere to the same process and timelines for all teacher performance evaluations. There is no differentiation or expedited process for priority school principals to be able to quickly remove ineffective personnel. The process to remove these barriers has begun with the establishment of the Office of School Turnaround and Improvement, wherein the Executive Director can communicate these concerns to the Superintendent's Cabinet for consideration and possible action.</p>

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<p><b>PHASE OUT PLANNING</b></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>1.a. The professional development and coaching of teachers to improve skills in data driven decision making, curriculum knowledge, instructional planning and delivery needs to continue as an on-going practice to maintain a strong and successful instructional program. 1.b. Increasing the capacity of the instructional support that Central Administration provides schools on a daily basis to maintain the expertise and performance of teachers and principals will prepare the district for the phase out of state support.</p>
<p>2. What supports from the state would be the most helpful?</p>	<p>Streamlining and limiting the number of required reports and pacing the due dates.</p>
<p><b>Required Elements</b></p> <p><b>Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</b></p>	
<p><b>Required element</b></p>	<p><b>Response</b></p>
<p>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p>	<p><b>See school's State Report Card. (You do not have to copy and paste responses for this element.)</b></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><b>See school's State Report Card. (You do not have to copy and paste responses for this element.)</b></p>
<p>c. 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><b>School Year 2013-2014: Total number of minutes in 2013-2014 that all students were required to attend:</b></p> <p><b>Daily = 381 minutes</b></p> <p><b>Before-school = 0 minutes</b></p> <p><b>After-school = 0 minutes</b></p> <p><b>Saturday school = 0 minutes</b></p> <p><b>School Year 2014-2015: Total number of minutes in 2014-2015 that all students were required to attend:</b></p> <p>Daily = 381 minutes</p> <p>Before-school = 0 minutes</p> <p>After-school = 0 minutes</p> <p>Saturday school = 0 minutes</p>

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<p>d. 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><b>Total Students: 438</b>  <b>Male: 206</b>  <b>Female: 232</b>  <b>Asian: 1</b>  <b>Black: 400</b>  <b>Hispanic: 6</b>  <b>White: 7</b>  <b>Multi: 18</b>  <b>Pac Is/Haw: 2</b>  <b>Am In/Alask: 4</b>  <b>Students with disabilities: 38</b>  <b>Limited English proficient: 4</b>  <b>Migrant: 0</b>  <b>Homeless: 26</b>  <b>Economically disadvantaged: 438</b></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>Example: Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70). (*Identified areas needing improvement should align with goal setting and action steps throughout the application.)</p> <p>Nonexample: Disadvantaged (reading) 50% Students w/Disabilities (math) 42%</p>	<p>Area 1: Reading - All Students - Annual reading scores across all grade levels (Grade 3: 83, 66, 26, Grade 4: 86, 49, 47, Grade 5: 91, 55, 49) demonstrate a steep drop in student reading proficiency with the introduction of the testing of the new reading curriculum in 2013. Scores did not stabilize in 2014 during the second year of testing the new curriculum.</p> <p>Area 2: Math - All Students - Annual math scores demonstrate continual poor performance across all grade levels (Grade 3: 41, 59, 23, Grade 4: 67, 49, 62, Grade 5: 58, 55, 49) since the introduction of the testing of the new math curriculum in 2012. However, an improvement is note in grade 4 math with an increase of 13 percentage points on the 2014 math test.</p> <p>Area 3: Gap Groups - James Monroe does not have enough hispanic students, special education students, ELL students to register as a gap group. Almost all students are African American. Our major gap group is economically disadvantaged. SOL data from the past three years demonstrates no or little performance differences between these all students and disadvantaged students (Reading: Grade 3: 83/82, 66/64, 26/25, Grade 4: 86/85, 49/48, 47/44, Grade 5: 91/90, 55/51, 49/47, Math: Grade 3: 41/42, 59/57, 23/22, Grade 4: 66/64, 49/48, 62/60, Grade 5: 58/56, 55/53, 49/47)</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>James Monroe Elementary School was built in 1990. There are 32 classrooms with grades preK3 - grade 5. The media center is located on the first floor in the center of the building. It has a closed room design for quietness with a number of offices used by the media specialist, the math specialist, the network engineer, and the school improvement administrator. Special areas in the media center include a computer lab, a read aloud area, a research and study area, and a smart board. The cafeteria, also located centrally on the main floor is a combination cafeteria/auditorium combined. Without walls, the area is open to hallways, creating noise concerns. Seating is family style with round tables. A stage for student performances is located across from the serving line. The school is connected to the community recreation center for shared use of the gymnasium. A large fenced campus provides ample room for outside recess. Old playground equipment is scheduled for replacement in Spring, 2015.</p>	
<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p><b>The school is well equipped with 21st century technology. Each classroom has a fully functioning smart board to enhance student instruction. Laptop carts with 24 computers are in all classrooms in grades 2 - 5 for on-going daily use by all students. An additional cart is available for check out in grades K and 1. Also, the school has a computer in the media center for class and staff use. There are also two iPad carts for class checkout. Laptops are also available for teacher check out.</b></p>	
<p><b>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.</b></p>		
<p><b>Set 1 Category</b></p>	<p><b>Number of Teachers</b></p>	<p><b>Percentage of All Teachers</b></p>
<p>Highly qualified teachers</p>	<p>42</p>	<p>100%</p>
<p>Teachers (not highly qualified)</p>	<p>0</p>	<p>0%</p>

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<b>Set 2 Category</b>	<b>Number of Teachers</b>	<b>Percentage of All Teachers</b>
Teachers with less than 3 years in grade/subject	11	27%
Number of teachers with a provisional license	2	5%

**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))**

**PreK - 1, Kindergarten - 1, First Grade - 3, Second Grade - 2, Third Grade - 2, Fourth Grade - 1, Fifth Grade - 0, School Counselor - 1      The two provisionally licensed teachers are highly qualified in their area of teaching. One is the School Counselor and the other is a Special Education Teacher and both are highly qualified in their teachig area.**

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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>9.a.</p> <table border="1"> <thead> <tr> <th>Years</th> <th># of Instructional Staff</th> </tr> </thead> <tbody> <tr><td>0</td><td>6</td></tr> <tr><td>1</td><td>14</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>2</td></tr> <tr><td>4</td><td>3</td></tr> <tr><td>5</td><td>0</td></tr> <tr><td>6</td><td>3</td></tr> <tr><td>7</td><td>1</td></tr> <tr><td>8</td><td>1</td></tr> <tr><td>9</td><td>1</td></tr> <tr><td>10</td><td>2</td></tr> <tr><td>11-12</td><td>0</td></tr> <tr><td>13</td><td>1</td></tr> <tr><td>14</td><td>1</td></tr> <tr><td>15-18</td><td>0</td></tr> <tr><td>19</td><td>1</td></tr> <tr><td>20-22</td><td>0</td></tr> <tr><td>23</td><td>1</td></tr> </tbody> </table>		Years	# of Instructional Staff	0	6	1	14	2	2	3	2	4	3	5	0	6	3	7	1	8	1	9	1	10	2	11-12	0	13	1	14	1	15-18	0	19	1	20-22	0	23	1
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<p>Sample: Yrs #Instructional Staff 0 1 1 6 2 4...</p>	<p>9.b. Days Worked = 193/Number of Teaching Days = 180 = 1.07</p>																																							
<p>b. Total number of days teachers worked divided by the number of teaching days (2013-2014).</p>																																								

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<b>Required Elements</b>	
<b>Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.</b>	
<b>Required element</b>	<b>Response</b>
<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>To ensure that the selected transformation model is implemented effectively, division and school-level administrators maintain on-going communications with status updates on all school improvement efforts. Additionally, Technical Assistance sessions are provided throughout the year by the Virginia Department of Education (VDOE) for Cohort V schools to support the Transformation model. Division and school-level staff participate in monthly Shared Governance Team (SGT) meetings to review various data sets, conduct classroom observations, align resources as needed, and receive support updates from the Lead Turnaround Partner(LTP). Also, on a monthly basis, our Division Leadership Team which included members of Norfolk Public Schools’ Executive Cabinet and VDOE Division Liaison, meet to discuss all school improvement efforts, monitor Indistar plans, and identify schools in need of additional support.</p> <p>b.) The division will oversee and support the following timeline. September 2014: Select School Improvement Team Members - Develop campaign to inform community of intervention models - Analyze all data to develop school transformation plan and inform instructional practice - Principal begins attending Technical Assistance training in Richmond; October 2014 Develop an Asset Mapping to maximize key school assets: time, people, and resources - Revise master schedule to support additional time for math and reading interventions- Provide professional development for instructional personnel (on-going throughout the year) - Devised a schedule of all School Improvement Team Meetings; November 2014 Maintain Community Engagement - Interview and select Lead Turnaround Partner; December 2014 Apply for SIG - Spring 2015 Initiate early wins based on the division common formative assessment results in grades 3-5 - Continuously monitor progress, identify barriers and change operational norms as required - Continue providing job-embedded professional development - Integrate data into all instructional decision making processes.</p>
<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>The Office and School Turnaround and Improvement (OSTI) Team member and the James Monroe School Improvement Leadership Team watched two Webinars (that were arranged by the VDOE) of nine Lead Turnaround candidates. The Leadership Team selected four candidates for interviews in which three of the four selected were scheduled on 11/10/14. The fourth candidate was interviewed on the following week, 11/18/14. Interview questions were developed and posed based around the needs of the school. The principal also interviewed other principals of the four external providers, and researched the websites of the external providers. Pearson was unanimously selected by the the School Improvement Leadership Team as the LTP.</p>

Tab 3: School 2 Reflections and Planning  
and Required Elements

<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>To monitor student achievement and ensure that tiered instructional support is provided, schools and the division administer monthly common formative assessments. Assessment data identify students in need of tier 2 and tier 3 interventions. Division team members conduct monthly Focus Walks to monitor rigor, differentiated instruction, and curriculum alignment. Also, school staff receive on-going professional development based on their identified areas of need.</p>
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Tab 3: School 2 Reflections and Planning  
and Required Elements

<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>Our division has the capacity to support James Monroe Elementary. During the latter part of the 2013-14 school year, Norfolk Public Schools solicited input from the division's and schools' leaders to determine the need of an Office of School Improvement and Turnaround. The determination was that such an office was needed to support schools in improvement. Schools gave input on the characteristics of the individuals needed to staff the office and job descriptions were created. Once individuals were interviewed and vetted, Norfolk Public Schools established the Office of School Turnaround and Improvement (OSTI) to provide concentrated and coherent resources and expertise. A turnaround office clusters together staff with turnaround expertise to focus their work on a set of schools included in a "zone" because they are engaged in intentional and substantial interventions to reverse low achievement. The OSTI staff includes an Executive Director, Senior Coordinator, and two School Improvement Administrators. OSTI personnel work collaboratively with the school's shared leadership team and external lead partner to ensure the school improvement plan is implemented and monitored. The OSTI services provided are specialized and differentiated according to each school's unique needs as specified in their school improvement plan. Capacity-building is occurring through training and technical assistance by VDOE in partnership with leaders from both the division and school levels. Full implementation of technical assistance strategies should result in OSTI and principals serving as proactive, internal partners who ensure schools are meeting or exceeding all state and federal accountability criteria. A key component of growing sustainable improvements in schools is the monthly Shared Governance Team meetings which include the school team, the OSTI team, the school's external lead partner, and the assigned VDOE contractor. Consistent support is provided by the teacher specialists from each content area such as professional development, coaching, and collaborative lesson planning. Support is also provided through the SGT meetings that are scheduled each month in the school. Representatives from each department are in attendance to include, Human Resources, Student Support Services, Assessment, Research, and Accountability. Monthly meetings are held for principals of priority schools with the Executive Director. These meetings serve as a forum to communicate and update principals in regard to expectations from the Division and the Virginia Department of Education in regard to school improvement, and to further build principal capacity.</p>
<p><b>Required Elements</b> <b>Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</b></p>	
<p>1. Steps taken to secure the continued support of the local school board for the reform model chosen</p>	<p>N/A</p>

Tab 3: School 2 Reflections and Planning  
and Required Elements

2. Steps taken to secure the support of the parents for the reform model selected	N/A
3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	N/A
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	N/A

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".

James Monroe		1003(g)	James Monroe				
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	\$ -	\$ -	\$ 44,452.00	\$ 7,392.00	\$ 51,844.00	\$ -	\$ 51,844.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ 12,691.00	\$ -	\$ 12,691.00	\$ -	\$ 12,691.00
3000- Purchased Services	\$ -	\$ -		\$ 471,568.00	\$ 471,568.00	\$ -	\$ 471,568.00
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ 9,504.33	\$ 5,000.00	\$ 14,504.33	\$ -	\$ 14,504.33
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ -	\$ -	\$ 66,647.33	\$ 483,960.00	\$ 550,607.33	\$ -	\$ 550,607.33
<b>Pre-Implementation Total</b>		\$ -					

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

Expenditure Codes	School:		Budget Narrative
1000 - Personnel			<p>Pre-Implementation:</p> <p>Division-level: Partial funding for a staff member in the Office of School Turnaround and Improvement - OSTI (\$44,452)</p> <p>School-level: Teacher stipends to offer 30 minutes, 4 x week of extended learning time for all students in grades PK4-5 (\$28.00/hr. x 2 hrs./week x 22 weeks x 6 staff = \$7392).</p> <p>Other Expenses:</p>
2000- Personnel (Benefits)			<p>Pre-Implementation:</p> <p>Division-level: \$12,691 fringes for partial funding for a staff member in the Office of School Turnaround and Improvement</p> <p>School-level:</p> <p>Other Expenses:</p>

<b>3000- Purchased Services</b>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Pearson (\$452,568). The LTP will work 40 hours/week. The number students enrolled is 445. The base unit for the LTP is \$1,406. The number of months included in the Scope of Work is 8.68 months. The total cost is \$452,568.</p> <p>VDOE contractor duties: Tasks for the VDOE contractor include: orientation, report completion and data review, and continuous monitoring of the alignment of the division, LTP, and the school. The total cost for the VDOE contractor is \$19,000.</p> <p>Other Expenses:</p>
<b>4000 - Internal Services</b>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

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

<p><b>5000- Other Charges</b></p>	<p>Pre-Implementation:</p> <p>Division-level: Indirect Costs (\$4,504.33) and VDOE &amp; School Improvement Related Travel for OSTI Staff (\$5,000)</p> <p>School-level: VDOE &amp; School Improvement Related Travel Expenses for School Staff (\$5,000).</p> <p>Other Expenses:</p>
<p><b>6000- Materials and Supplies</b></p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

<b>8000- Equipment Capital Outlay</b>	Pre-Implementation:  Division-level:  School-level:  Other Expenses:
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## 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
<b>Object Code 1000</b>			
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.	
<b>Object Code 2000</b>			
2.1	Benefits for Object Code 1000 (i.e. FICA)		
<b>Object Code 3000</b>			
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: <a href="http://www.doe.virginia.gov/school_finance/procurement/index.shtml">http://www.doe.virginia.gov/school_finance/procurement/index.shtml</a>  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	
<b>Object Code 4000</b>			
	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><a href="http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml">http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml</a></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><a href="http://www.doe.virginia.gov/school_finance/budget/">http://www.doe.virginia.gov/school_finance/budget/</a></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><b>Assurances:</b> 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"> <li>• 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;</li> <li>• 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;</li> <li>• redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;</li> <li>• 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;</li> <li>• using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data;</li> <li>• 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</li> <li>• providing ongoing mechanisms for family and community engagement.</li> </ul>
<p>3. Follows state and local procurement policies.</p> <ul style="list-style-type: none"> <li>• 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. <a href="http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml">http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml</a></li> <li>• 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.</li> </ul>
<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](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](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.

- 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="Sandra H. Witcher"/>		
Superintendent's Signature:	<input type="text"/>	Date	<input type="text"/>
Superintendent's Typed Name:	<input type="text" value="Dr. Samuel King"/>		

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](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](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](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 <b>Office of School Turnaround</b> .
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"><li>• review each school's improvement plan;</li><li>• ensure documentation of division support is evidenced in the school's plan;</li><li>• meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report; and</li><li>• assist in updating the school's plan to evidence the division's support of actions developed from analysis of data.</li></ul>
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	<a href="http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml">http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml</a>
NCES	<a href="http://nces.ed.gov/ccd/schoolsearch/">http://nces.ed.gov/ccd/schoolsearch/</a>
State Contract Award	<a href="http://www.doe.virginia.gov/school_finance/procurement/index.shtml">http://www.doe.virginia.gov/school_finance/procurement/index.shtml</a>
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."	<a href="http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml">http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml</a>
The indirect cost rate is based on the rate for the LEA	<a href="http://www.doe.virginia.gov/school_finance/budget/">http://www.doe.virginia.gov/school_finance/budget/</a>
Electronic query system	<a href="http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml">http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml</a>
Virginia Early Warning System (VEWS)	<a href="http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml">http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml</a>
Selena McBride (804) 371-4989	<a href="mailto:selena.mcbride@doe.virginia.gov">selena.mcbride@doe.virginia.gov</a>
Beverly Rabil (804) 786-1062	<a href="mailto:beverly.rabil@doe.virginia.gov">beverly.rabil@doe.virginia.gov</a>
Yvonne Holloman (804) 225-2064	<a href="mailto:yvonne.holloman@doe.virginia.gov">yvonne.holloman@doe.virginia.gov</a>

Tab 1: Division and School Information

Division Name	Norfolk Public Schools
Contact	Dr. Sherrod Willaford
Address Line 1	800 E. City Hall Avenue. Suite 1100
Address Line 2	
City, VA, zipcode	Norfolk , VA 23510
Email Address	swillaford@nps.k12.va.us
Telephone Number	757 628 3989 ext. 21245

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

School 1 Name	Chesterfield Academy	Indicate which model the school has chosen with an X.					
Principal Name	Sandra Witcher	1	<input type="checkbox"/>	USED School Turnaround			
Address Line 1	2915 Westminster Avenue	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	Norfolk, VA 23504	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	switcher@nps.k12.va.us		<input type="checkbox"/>	<b>1003(a)</b>			
Telephone Number	757 628 2544		<input checked="" type="checkbox"/>	<b>1003(g)</b>			
NCES ID #:	5.10267E+11	Indicate this school's cohort with an X.					
NCES ID Link:	<a href="http://nces.ed.gov/ccd/schoolsearch/">http://nces.ed.gov/ccd/schoolsearch/</a>	<input type="checkbox"/>	Cohort I	<input type="checkbox"/>	Cohort II	<input type="checkbox"/>	Cohort III
		<input type="checkbox"/>	Cohort IV	<input checked="" type="checkbox"/>	Cohort V		
		Indicate this school's tier with an X.					
		<input checked="" type="checkbox"/>	Tier I	<input type="checkbox"/>	Tier II	<input type="checkbox"/>	Tier III

Tab 1: Division and School Information

<b>School 1 Name:</b>	Chesterfield Academy
<p><b>Reflections and Planning</b>          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>	
<b>Question</b>	<b>Response</b>
<p><b>Future Goals:</b>          1. Please list 3- 5 goals for the upcoming school year:</p>	<p>(1) By the end of the 2014-2015 school year, 100% of teachers will write lesson plans that meet or exceed standards of the Teacher Performance Evaluation System. (2) School climate will improve through stakeholder involvement in shared decision-making as measured by spring 2015 Climate Survey increases of 5% in the areas of Sense of Efficacy (individual and collective), Collegial Leadership, Academic Press, and Shared Responsibility and 10% in the areas of Morale and Community Engagement; (3) Student learning summative outcomes will improve through implementation of research-based best practices, evidenced by 15% increase in pass rates by all students on the spring 2015 SOL assessments (from 44% to 59% in math and from 46% to 61% in English); and (4) Innovative Education Programs and the SGT will develop and begin implementing a Scope of Work aligned to achieving the school’s short-term and long-term goals in reading and math.</p>

Tab 1: Division and School Information

<p><b>School Climate:</b></p> <p>1. a. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year?</p> <p>b. What were the most successful strategies used to change the school climate?</p> <p>c. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.</p>	<p>1. A&amp;B</p> <p>During the 2013-14 school year, building morale was very low. Teachers reported that they did not feel supported by building leadership or colleagues, that effective communication was lacking, and that a school discipline plan was not created or enforced. As a result, Chesterfield Academy experienced a large teacher turn-over rate, and an influx of first-year teachers, and teachers new to Norfolk Public Schools (NPS). To address the vacancies, applicants were interviewed by a panel of administrators, specialists, and interventionists, who were familiar with the current climate at Chesterfield. The panel made their recommendations based, in part, on selecting candidates who could contribute to the development of an improved school climate. It is too early to determine the impact of the panel interview approach on school climate because data collection has to occur.</p> <p>This year began as one of optimism and enthusiasm, due much to whole-staff professional development. This pre-service week professional development focused on problem-based learning opportunities and the cross-curricular integration of a Science, Technology, Engineering, Applied Arts, and Mathematics (STEAM) focus for our curriculum. This provided hands-on professional development, as well as team-building opportunities, which supported a unified vision across grade levels. . Accelerated Reader (AR) was also launched in October to help increase students reading levels, enthusiasm, stamina, and momentum toward reading and comprehension growth. As this year has progressed, additional professional development and team building opportunities have continued the trend, and morale remains higher than during the 2013-2014 year.</p>
<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>~Recruitment and retention of highly effective personnel: Being designated as a Priority School does impact personnel emotionally – the sense of urgency to improve quickly is real and the pressure is often too much for veteran educators, much less new teachers. ~Lack of discretionary funds to provide staff incentives. The lack of funds for teacher incentives eliminates some opportunities to retain experienced teachers at Chesterfield Academy, which can perpetuate a high-teacher turnover rate. Without incentives, it is difficult to attract and retain highly effective teachers in the high-stress environment of a priority school. ~Removal of ineffective personnel: The time required to remove ineffective personnel has a negative impact on the productivity and retention of highly effective personnel. ~ Chesterfield has had a wealth of innovative opportunities, projects, and programs, which have been recently implemented. Despite reaching out to numerous members of the media, publicity has been minimal.</p>

Tab 1: Division and School Information

<p><b>PROCESS STEPS / ATMOSPHERE OF CHANGE</b></p> <p>1. a. How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders?</p> <p>b. How are decisions communicated with all staff and/or stakeholders?</p>	<p>(Indicators: D1, D3, F1) A. Shared Leadership Team (SLT) members are each assigned to serve as a Point of Contact (POC) for Grade Level Teams. The purpose of the POC is to serve as a communication liaison between Grade Level Teams (weekly meetings), the SLT (weekly meetings), the full Faculty (monthly meetings), and the Shared Governance Team (monthly meetings). Concerns and suggestions are received by administrators and SLT members via anonymous surveys, in-person conversations, phone calls, and emails. Data discussions are recorded in team meeting minutes. SLT and SGT minutes are housed in Indistar. B. Communication of decisions occurs via daily announcements on the Cheetah Chat Morning News Show; weekly updates emailed to all Faculty/Staff; weekly/monthly team meetings documented in meeting minutes; good news stories and transformation information posted to the school’s website; monthly documentation of the transformation progress in Indistar (available to all stakeholders by accessing <a href="http://www.indistar.org">www.indistar.org</a> using the login/password of <a href="mailto:guests8543@guests8543">guests8543@guests8543</a>); classroom folders for home-school communication that include flyers/letters; and Edu-Link automated phone messages to families.</p>
<p>2. How are responsibilities divided amongst the team members?</p>	<p>(Indicators: D1, D3) The Principal is responsible for the following- Instructional Leader; Communities in Schools implementation; Evaluate personnel; Tandem Focus Walks &amp; formal observations with OSTI/VDOE contractor. The Asst. Principal is responsible for the following - School Testing Coordinator; PBIS &amp; Discipline data; Evaluate personnel as assigned by principal; Focus Walks. The Math Specialist is responsible for the following—STC Assistant; Focus Walks; new teacher mentor; Math professional development &amp; technical assistance (STAR Math, Istation Math). The Reading Specialist is responsible for the following-same as math specialist, except for technical assistance (PALS, STAR Reading, Istation Reading, Achieve3000, MYAccess). The Math and Reading Interventionists are responsible for the following-Delivery &amp; monitoring of interventions; new teacher mentors; professional development &amp; technical assistance (Accelerated Reader, Reflex Math, SOL Remediation); The SpEd Teacher is responsible for the following-student progress according to standards-based IEPs. Grade Level Chairs are responsible for the following-Lead collaborative meetings for lesson planning, development of formative assessments, and analysis of student progress data. OSTI Personnel – Assist principal with analyzing data, securing support from division personnel; Participate in monthly Shared Governance Team meetings. VDOE Contractor – Serve as a liaison between the school, division, and state leaders. Lead Turnaround Partner -- Provide research-based assistance to assist school in achieving short-term goals and long-term goals, especially with respect to sustainability. Participate in monthly Shared Governance Team meetings.</p>

Tab 1: Division and School Information

<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>Transformation Indicators: I4, I9</p> <p>A. The principal and members of the Shared Leadership Team (SLT) members review teachers' lesson plans using a Lesson Plan Checklist. An Instructional Focus Walk Form is used during classroom observations. For the purpose of continuous improvement, written feedback and verbal feedback are immediately offered to teachers. The strength of the strategies' or practices' implementation is discussed during weekly SLT meetings to determine if the strategy or practice is being consistently and pervasively implemented. The principal emphasizes the use of multiple data sources (tangible evidence) by all teams for decision-making purposes.</p> <p>B. In the event that a strategy or practice is not working, the administrators and the members of the Shared Leadership Team spend time coaching and modeling so that the teachers could become more proficient. This process is documented using a Professional Learning Support Form. Once fidelity of implementation is established, (within a reasonable timeframe given the strategy or the practice), then the discussion and decisions turn to effectiveness. Given time for adjustments to be made and given an adequate amount of data, ineffective practices or programs are discontinued. All of the above is supported by the division, the state, and external partners in the form of monthly Shared Governance Team meetings, Technical Support meetings, and Lead Turnaround Partner's Scope of Work.</p>
<p><b>INSTRUCTION</b></p> <p>1. How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)</p>	<p>Chesterfield implements the six-step Norfolk Public Schools' (NPS) Cycle for Results: (1) Collect and analyze multiple data sources aligned to standards; (2) Plan and deliver standards based instruction; (3) Conduct balanced formative assessments aligned to standards; TA01 (4) Utilize/analyze formative assessment data to monitor progress; TA02 (5) Adjust instruction and align interventions/enrichment to standards achievement; and TA03 (6) Assess for mastery and repeat the cycle.</p> <p>A universal screening assessment is designed to measure both student growth and instructional effectiveness. We use STAR as the universal screen for Grades 2 - 5 in reading and math. STAR reports are used to determine the percentage of students who enter each class on grade level at the beginning of the school year and then measure the increase in the number / percentage of students in each class, grade level, school who are reading and computing on grade level at mid-year and end-of-year. Such data drives the implementation of the NPS Cycle for Results, our division's responsive instructional model.</p>

Tab 1: Division and School Information

<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>Teachers differentiate learning for students in Tier 1 instruction by having high expectations for all students, adjusting content when necessary (based on data), and assigning activities geared to different learning modalities, interests, and levels of thinking. Teachers provide students with choices about what and how they learn through the use of learning stations. Small group instruction is utilized to assist the teachers in the movement of students in and out of groups based upon instructional needs. This identification is done through teacher anecdotal notes and multiple data points. Our students are regularly assessed to determine growth, lack thereof and individual student need which is aligned with our districts cycle for results. Teachers incorporate high level goals through the use of rigorous questioning stems and multiple enrichment activities, for example those focused on STEAM.</p> <p>Formative assessments are used as a part of the learning process in guiding and planning instruction. These assessments are ongoing and a part of daily instruction. Formative assessments are one way in which our teachers refine their teaching practices to improve learning and performance of all students. Our teachers incorporate the use of Blooms/Web's Depth of Knowledge to align formative assessments with each learning objective in measuring performance for useful feedback. EXPAND UPONG REPSONSE TO INDICATE IMPACT ON INSTRUCTION IN THE CLASSROOM.</p>
<p>3. How does student achievement goal setting (Standard 7 of <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers</i>) impact classroom instruction?</p>	<p>(Indicators: G3, I4, I9)          Writing classroom and individual student achievement goals is an important first step for teachers to help their children reach them. Teachers review information about their classroom students' performance at the beginning of the year to set measurable teaching and learning goals and plan steps toward achieving them. Comparing their students' performance on common formative and benchmark assessments against same grade-level classrooms in the school and across the division throughout the year is used by instructional teams to revise teaching and intervention strategies. Administrators also use the information to plan targeted assistance for teachers in need of improving content-specific effectiveness or overall effectiveness. Whether teachers are actually using the information to change their practices is evidenced in written lesson plans and classroom observation documentation. Considering the interacting variables on student learning gains, using student achievement goal-setting and attainment is one of many determinants of teacher and school efficacy.</p>

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<p><b>EXTERNAL SUPPORT</b></p> <p>1. Describe how the involvement of community-based organizations is aligned to the school's improvement plan.</p>	<p>Chesterfield has multiple A+ Community Partners (A+ Community Partners is a partnership through Norfolk Public Schools and the Norfolk Education Foundation). These partners are local businesses that have agreed to support Chesterfield Academy for the duration of the school year. For example ,Capital Concrete, Beth Shalom, etc. and many other partners, serve as tutors, mentors, field trip chaperones, teacher assistants, and materials/supplies donors. All partnerships are aligned with the school’s specific academic achievement needs and goals. To ensure alignment of the partners with the school's goals, we meet, discuss, and agree to the support that is needed for our specific school. Additionally, these partnerships are designed to assist with improving academic achievement, student attendance, and student behavior.</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>Innovative Educational Program (IEP) has been selected as the Lead Turnaround Partner to fulfill the Scope of Work collaboratively developed by school’s transformation team. We will have also been provided a VDOE contractor to serve as a liaison between the school, division, and state leadership. For the first time, we also have a part time Communities in Schools site coordinator whose role is to assist with parental and community engagement in providing effective wrap-around services to ensure all students succeed in school. Professional development from the local, division, state, national, and external Lead Turnaround Partners provides differentiated training and technical assistance for personnel. Tutors are hired to provide targeted interventions for students based on data from district and school wide testing.</p>
<p>3. In what ways will parents be involved in the design and implementation of the interventions, and given the opportunity for input? Informed of progress?</p>	<p>Parents and guardians have ready access along with regular progress communication with teachers, counselor, parent liaison, nurse, and administrators via ParentVue (A Norfolk Public Schools online portal designed to become a powerful partner by allowing parents to serve as full partners in their student’s success.) Parents are able to access and track their child’s daily behavior through a free app and/or print outs provided by the classroom teacher, emails, phone calls, and face-to-face conversations. Class DoJo is a positive behavior intervention tool used in the classroom. Parents' and guardians' suggestions for interventions and incentives are solicited and incorporated into the school’s overall plan for restructuring. Parents have participated in community outreach meetings with the principal regarding the Parent Teacher Association (PTA) membership, and the transformation process for Chesterfield Academy. A new PTA president is working on building active membership by reaching out to parents and guardians through a monthly newsletter and hosting parent activities to involve parents in school activities and their child’s academics.</p>

Tab 1: Division and School Information

<p><b>STAFFING &amp; RELATIONSHIPS</b></p> <p>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>The principal assesses a variety of indicators and collaborates with the Shared Leadership Team (including panel interviews for new hires) before making the decision to assign teachers. Data used in the decision-making include: licensure; demonstrated effectiveness with particular age/grade levels or subject matter; research-based knowledge; and grade level team dynamics. Teacher preferences are solicited annually, but decisions are based on the best interest of students.</p>
<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>(Indicators: G3, H3, H7) We provide teachers with a copy of the Teacher Performance Evaluation System (TPES), and ask them to preview it before we conduct an overview at the upcoming faculty meeting. The responsibilities for evaluating teachers are divided in TalentEd between the assistant principal and the principal. Activities are conducted at faculty meetings and grade level team meetings (re: AARPE training). Content area specialists conduct informal classroom observations and share that feedback with the teachers. The administration focuses on providing evidence-based feedback to the teachers via the TPES process.</p>
<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. b. Describe how you identify teachers who need support and provide opportunities to improve professional practice.</p>	<p>A. We identify leaders, teachers and other staff who have increased student achievement by analyzing the data on Common Formative Assessments (CFAs) and District Benchmark Assessments (DBAs). We have each teacher, interventionist and specialist complete tiered charts for all of his/her students for deeper analysis. We conduct Focus Walks, and the results are discussed during a debriefing session. Also, we have a system in place for peer recommendations of any and all actions taken to raise student achievement. Those leaders, teachers and other staff members are rewarded with Chick-fil-a gift cards, Stepping-up Awards, free jean passes and being recognized in faculty meetings, on the Weekly Updates, on email, the PTA "Cheetah Prints" Newsletter and on the Cheetah Chat News Show.</p> <p>B. We identify teachers who need support by analyzing the data on Common Formative Assessments (CFAs) and District Benchmark Assessments (DBAs). We have each teacher, interventionist and specialist complete tiered charts for all of his/her students for deeper analysis. We conduct Focus Walks, and the results are discussed during a debriefing session. We also use information from our grade level data team meetings for support purposes. Members of our Shared Leadership Team are assigned to specific grade levels as a point-of-contact, and these individuals provide professional and instructional support. We send teachers in need of support to professional development opportunities in our building (part of our weekly schedule), in our district (offered as regularly every day) and beyond our district.</p>

Tab 1: Division and School Information

<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>(Indicator G3, H17) The principal is evaluated by the assigned executive director following the Principal Performance Evaluation System (PPES). Performance feedback is received by the principal daily via student, parent, and staff dialogue; weekly via Shared Leadership Team meetings; monthly via Shared Governance &amp; OSTI meetings; annually via Interim and summative evaluations/conferences, PPES Teacher/Staff Survey, NPS Climate Survey of Students and Staff and the VA State Report Card.</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? <b>(Applies to continuation applications ONLY)</b></p>	<p>N/A – Initial application</p>
<p><b>DECISION-MAKING PROCESS &amp; AUTONOMY</b> 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>School improvement efforts and its overall strategic vision consists of input solicited from various stakeholders through various meeting structures. Various stakeholders, including grade level teams, PTA, Shared Leadership Team, Shared Governance Team, Vertical Teams, Strategic Planning Team and Action Team meet periodically to discuss school improvement efforts. Data from multiple sources is analyzed (student performance on assessments; NPS climate survey; Teacher/Staff Surveys of Principal/Asst. Principal Performance; Student Surveys of Teacher Performance; and informal and formal classroom observations) by the various stakeholders to whom it relates. The stakeholders use the information gathered from the multiple data points to guide decision processes relating to the overall school improvement effort. These decisions are based on what works to benefit all students' academic and social-emotional competency. Determination is formulated from multiple data entries including student classroom assessments, common grade level assessments, common formative assessments, district benchmark assessments, SOL testing, STAR testing, student surveys, discipline data and student motivations as indicated by personal goal setting and self-efficacy. The principal is ultimately responsible for school-level decisions.</p>

Tab 1: Division and School Information

<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>The lack of monetary incentives may be impeding the ability to attract and retain experienced and highly effective teachers for Chesterfield. The urgency to rapidly improve student performance and dramatically close achievement gaps is inherently stressful. Current division practice does not allow for differentiated pay scales or stipends for teachers or administrators to work in a priority school. The time and amount of detailed documentation required to remove ineffective, continuing contract personnel has a negative impact on the productivity and retention of highly effective personnel. Principals who have been placed in priority schools have inherited personnel with stellar teacher performance evaluations, but a history of low learning growth on their students' outcome measures. Current division practice requires that all principals adhere to the same process and timelines for all teacher performance evaluations. There is no differentiation or expedited process for priority school principals to be able to quickly remove ineffective personnel. The process to remove these barriers has begun with the establishment of the Office of School Turnaround and Improvement, wherein the Executive Director can communicate these concerns to the Superintendent's Cabinet for consideration and possible action.</p>
<p><b>PHASE OUT PLANNING</b> 1. a. What services should be maintained after these federal funds and supports end? b. How will the school and division prepare for the phase out of funds, supports, and services? How will the district support the school as it prepares for the phase out?</p>	<p>A. After the federal funding and supports end, the services that should be maintained for Chesterfield Academy include allocation of local Safety Net funds, state SOL Remediation funds, and federal Title I funds. Release of funding to schools is contingent upon data-based, implementation plans from the school's Shared Leadership Team. To continue receiving targeted support from OSTI, the school must have a designation of priority, focus, conditionally accredited, or denied accreditation according to state and federal accountability criteria.</p> <p>B. The school and division are preparing for the phase out of funds, supports, and services by building local capacity through professional development and human resource initiatives. Current personnel at the division and school levels are receiving training and technical assistance from the VDOE. School-level capacity will also be strengthened from three-year's worth of training and supports with an external lead partner. Recruitment and hiring of new personnel includes a focus on applicants with the competencies for teaching in an urban school with a high percentage of students from impoverished environments. The division's OSTI personnel will support the school throughout the three-year, transformation process in preparation for the phase out of School Improvement Grant funding.</p>

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<p>2. What supports from the state would be the most helpful?</p>	<p>The VDOE and division central offices are always available for schools to access research-based guidance, professional learning resources, and specific technical assistance. Ongoing supports from the VDOE that would be most helpful for Chesterfield are continued access to Datacation for synthesizing school performance data and at-risk indicators; team-based training opportunities such as the Science through an Interactive Approach series; and continued guidance from the Virginia Director of STEM in our efforts to become a model STEAM Academy.</p>
<p><b>Required Elements</b>  <b>Part I. The LEA is required to provide the following information for each school the LEA has identified to serve.</b></p>	
<p><b>Required element</b></p>	<p><b>Response</b></p>
<p>1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools</p>	<p>See school's State Report Card. (You do not have to copy and paste responses for this element.)</p>

Tab 1: Division and School Information

<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><b>See school's State Report Card. (You do not have to copy and paste responses for this element.)</b></p>
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Tab 1: Division and School Information

<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</p> <p><b>*This information will be shared with USED.</b></p>	<p>Total number of minutes in 2013-2014 that all students were required to attend:</p> <p>Daily = 381 minutes          Before-school = 0 minutes          After-school = 0 minutes          Saturday school = 0 minutes          Summer school = 0 minutes  <b>Total = 66,480 minutes</b></p> <p>Plans for 2014-2015 are to increase learning time for all students by 2,160 minutes includes providing 30 extra minutes of instruction for 72 days using earlier start time, after-school computer lab time, and stand-alone summer school program.</p> <p>NOTE:</p> <p>All students were required to attend school for 66,480 minutes. This total reflects the daily attendance during the regular school schedule. Although students in grades 3-5 participated in before- and after-school tutoring and extracurricular activities, this was not a requirement of all students. Saturday school was not scheduled for any students. Summer school was offered for students in grades 3-5 via the division-wide program. Chesterfield students in grades K – 5 were offered the additional opportunity to participate in a school-developed summer STEM program that ran concurrently with the regular summer school program hosted in our building for five elementary schools.</p>
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Tab 1: Division and School Information

<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 style="text-align: center;"> <b>Total Students:</b> Total: 540  <b>Male:</b> Male: 273  <b>Female:</b> Female: 267  <b>Asian:</b> American Indian: 4  <b>Black:</b> Asian: 2  <b>Hispanic:</b> Black: 506  <b>White:</b> Hispanic: 6  <b>Students with disabilities:</b> Two or more races: 13  <b>Limited English proficient:</b> White: 13  <b>Migrant:</b> Students with Disabilities: 46  <b>Homeless:</b> Limited English Proficient: 0  <b>Economically disadvantaged:</b> Migrant: 0  Homeless: 10  Economically Disadvantaged: 468 </p>
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Tab 1: Division and School Information

<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>Reading SOL pass rates from assessments in spring 2013 and 2014 sharply increased in grade 5 (59, 68), but declined in grade 3 (47, 29) and grade 4 (59, 28). Math scores increased slightly between the given assessment years (57, 59) but declines in grade 3 (47, 28) and grade 4 (54, 36) were similar to the reading performance in those two grade levels. Boys and girls performed about the same.</p>
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Tab 1: Division and School Information

<p>6. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess</p>	<p>(1) Constructed in 1953 and renovated in 1971. (2) There are 28 classrooms, two of which house the school’s fitness center (est. Oct. 2014). Ten mobile units, six are classrooms inclusive of music and gifted resource-others are used by interventionists, the counselor, parent liaison, speech therapist, school psychologist, school social worker, and In-School Alternative monitor. One is slated for demolition. (3) Media Center houses over 12,000 books, about 26 books per student. There are two large screen television monitors with internet capability, two desktop computers, two laptop computers and a fax machine.The facility accommodates 48 students and/or adults comfortably. (4) The cafeteria/gymnasium is a multi-purpose room with tiled floors and open ceiling that serves as also as the auditorium. There is a vinyl divider curtain that visually separates the cafeteria from the gym. The cafeteria seats 432 where approximately 850 meals (breakfast and lunch) are served daily. The auditorium (gym side) is approved to accommodate 300 during school activities. (5) The gymnasium serves as a classroom for K-5 physical education classes. There are two moveable basketball goals. Numerous physical education materials and supplies are stored on the stage and in wooden, rolling crates that were built by a donor. The newly opened Live Positively Fitness Center (grant award by the National Foundation for Governors’ Fitness Councils) has over \$100,000.00 worth of TuffStuff cardio-vascular and weight-training equipment for use by students, staff, and community members. Two playgrounds contain newly installed equipment (Aug. 2014) used by K- 2 and 3-5 grade classes during recess. The upper grade playground also includes an outdoor basketball court. These areas are not fenced in and have a sidewalk/field used by neighborhood residents walking to the nearby light rail station. The Pre-K (4-yr-old) students have a gently used, fenced playground accessible from their classroom exterior doors and adjacent to the K-2 playground.</p>
<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p><b>Desktops (172) ~Two technology labs (24 desktops per lab)~Remaining desktops are distributed through out classrooms; Laptops (363) ~14 Laptop carts (24 laptops per cart) – 4 deployed to classrooms and 3 maintained in technology lab for testing and check-out by instructional staff.~Each teacher has a classroom laptop (27); Smartboards (20)~Rm. 121 is without a Smartboard~SmartBoard software version 9 is the latest we have on the server; iPads (159)~Grade levels prek-4 thru 2nd have an iPad cart (20 iPads per cart) which are divided equally among the teachers.~Of the two additional carts, one is currently being used by 5th grade.~Every teacher and member of the support staff has an iPad; Cameras (9)~ 8 digital cameras available for teacher use~1 canon for media use; Televisions (40); Document Cameras/Projectors (14); Laminator (1); Poster Maker (1)</b></p>

Tab 1: Division and School Information

**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.**

<b>Set 1 Category</b>	<b>Number of Teachers</b>	<b>Percentage of All Teachers</b>
Highly qualified teachers	39	100%
Teachers (not highly qualified)	0	0%
<b>Set 2 Category</b>		
<b>Set 2 Category</b>	<b>Number of Teachers</b>	<b>Percentage of All Teachers</b>
Teachers with less than 3 years in grade/subject	16	41%
Number of teachers with a provisional license	0	0%

Tab 1: Division and School Information

**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))**

**Grade 5 (3)**

**Grade 4 (2)**

**Grade 3 (1)**

**Grade 2 (3)**

**Grade 1 (3)**

**Grade KG (2)**

**Grade PK4 (0)**

**Grade PK3 (0)**

**Resource (2)**

Tab 1: Division and School Information

<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...	<table border="1"> <tbody> <tr> <td>0</td> <td>(11)</td> </tr> <tr> <td>1</td> <td>(6)</td> </tr> <tr> <td>2</td> <td>(6)</td> </tr> <tr> <td>3</td> <td>(2)</td> </tr> <tr> <td>4</td> <td>(1)</td> </tr> <tr> <td>6</td> <td>(4)</td> </tr> <tr> <td>7</td> <td>(1)</td> </tr> <tr> <td>8</td> <td>(1)</td> </tr> <tr> <td>9</td> <td>(2)</td> </tr> <tr> <td>11</td> <td>(2)</td> </tr> <tr> <td>14</td> <td>(2)</td> </tr> <tr> <td>15</td> <td>(1)</td> </tr> </tbody> </table> <p>The attendance rate for teachers during 2013-2014 was 96%</p>	0	(11)	1	(6)	2	(6)	3	(2)	4	(1)	6	(4)	7	(1)	8	(1)	9	(2)	11	(2)	14	(2)	15	(1)
Yrs	#Instructional Staff																																
0	1																																
1	6																																
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0	(11)																																
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14	(2)																																
15	(1)																																
<p><b>Required Elements</b></p>																																	
<p><b>Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.</b></p>																																	
<p><b>Required element</b></p>	<p><b>Response</b></p>																																

Tab 1: Division and School Information

<p>1. a. Process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively. b. Provide a timeline.</p>	<p>To ensure that the selected transformation model is implemented effectively, division and school-level administrators maintain on-going communications with status updates on all school improvement efforts. Division and school-level staff participate in monthly Shared Governance Team (SGT) meetings to review various data sets, conduct classroom observations, align resources as needed, and receive support updates from the Lead Turnaround Partner. Also, on a monthly basis, our division leadership team meet (with our VDOE liaison) to discuss all school improvement efforts, monitor Indistar plans, and identify schools in need of additional support.</p>
<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>All external providers are approved by the VDOE prior to being selected to support our schools. They maintain ongoing communications with division and school-level staff. Partners provide monthly updates/status reports during STG and leadership team meetings. Also, they participate in data team meetings and attend all VDOE technical assistance sessions to ensure their alignment with all school improvement efforts.</p>
<p>3. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that the division has established in order to monitor its schools receiving school improvement funds.</p>	<p>To monitor student achievement and ensure that tiered instructional support is provided, schools and the division administer on-going common formative assessments. Assessment data identify students in need of tier 2 and tier 3 interventions. Division team members conduct monthly Focus Walks to monitor rigor, differentiated instruction, curriculum alignment, and full implementation of the "Cycle for Results". Also, school staff receive professional development based on their identified areas of need.</p>

Tab 1: Division and School Information

<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>Our division has the capacity to support Chesterfield Academy. During the latter part of the 2013-14 school year, Norfolk Public Schools solicited input from the division's and schools' leaders to determine the need of an Office of School Improvement and Turnaround. The determination was that such an office was needed to support schools in improvement. Schools gave input on the characteristics of the individuals needed to staff the office and job descriptions were created. Once individuals were interviewed and vetted, Norfolk Public Schools established the Office of School Turnaround and Improvement (OSTI) to provide concentrated and coherent resources and expertise. A turnaround office clusters together staff with turnaround expertise to focus their work on a set of schools included in a "zone" because they are engaged in intentional and substantial interventions to reverse low achievement. The OSTI staff includes an Executive Director, Senior Coordinator, and two School Improvement Administrators. OSTI personnel work collaboratively with the school's shared leadership team and external lead partner to ensure the school improvement plan is implemented and monitored. The OSTI services provided are specialized and differentiated according to each school's unique needs as specified in their school improvement plan. Capacity-building is occurring through training and technical assistance by VDOE in partnership with leaders from both the division and school levels. Full implementation of technical assistance strategies should result in OSTI and principals serving as proactive, internal partners who ensure schools are meeting or exceeding all state and federal accountability criteria. A key component of growing sustainable improvements in schools is the monthly Shared Governance Team meetings which include the school team, the OSTI team, the school's external lead partner, and the assigned VDOE contractor.</p>
<p><b>Required Elements</b></p>	
<p><b>Part 3. If the LEA lacks sufficient capacity to serve all of its Priority Schools (Tier I), provide the following information.</b></p>	
<p>1. Steps taken to secure the continued support of the local school board for the reform model chosen</p>	
<p>2. Steps taken to secure the support of the parents for the reform model selected</p>	

Tab 1: Division and School Information

3. Steps taken to consider use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff)	
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	



<b>Total</b>	\$ -	\$ -	\$ 83,903.33	\$ 185,738.00	\$ 269,641.33	\$ -	\$ 269,641.33
<b>Pre-Implementation Total</b>		\$ -					

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

Expenditure Codes	School:		Budget Narrative
1000 - Personnel			<p>Pre-Implementation:</p> <p>Division-level: Partial funding for a staff member in the Office of School Turnaround and Improvement (\$44,452)</p> <p>School-level: Chesterfield Teacher part-time hours - to offer 30 minutes, 4 x week of extended learning time for all students in grades PK4-5 (\$28.00/hr. x 2 hrs./week x 22 weeks x 6 staff = \$7392).</p>
2000- Personnel (Benefits)			<p>Pre-Implementation:</p> <p>Division-level: 12,691 fringes for partial funding for a staff member in the Office of School Turnaround and Improvement</p> <p>School-level:</p> <p>Other Expenses:</p>

<p><b>3000- Purchased Services</b></p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Chesterfield  Contract with Innovative Educational Programs as external Lead Turnaround Partner at rate of \$692.00 for 40 hrs/week on site service based on student enrollment of 501 (\$173,346). The number of months included in the Scope of Work is 9. The amount requested here (\$173,346) represents a prorated amount for service through September 20, 2015. The total cost is \$260,019.</p> <p>VDOE Contractor: Tasks for the VDOE contractor include: orientation, report completion and data review, and continuous monitoring of the alignment of the division, LTP, and the school. The cost of the VDOE contractor is \$17,256.</p> <p>Other Expenses:</p>
<p><b>4000 - Internal Services</b></p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

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

<p><b>5000- Other Charges</b></p>	<p>Pre-Implementation:</p> <p>Division-level: Indirect costs (\$4,504.33) and VDOE &amp; School Improvement Related Travel Expenses for OSTI Staff (\$5,000)</p> <p>School-level: VDOE &amp; School Improvement Related Travel Expenses for School Staff (\$5,000)</p> <p>Other Expenses:</p>
<p><b>6000- Materials and Supplies</b></p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

<b>8000- Equipment Capital Outlay</b>	Pre-Implementation:  Division-level:  School-level:  Other Expenses:
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## 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
<b>Object Code 1000</b>			
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.	
<b>Object Code 2000</b>			
2.1	Benefits for Object Code 1000 (i.e. FICA)		
<b>Object Code 3000</b>			
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: <a href="http://www.doe.virginia.gov/school_finance/procurement/index.shtml">http://www.doe.virginia.gov/school_finance/procurement/index.shtml</a>  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	
<b>Object Code 4000</b>			
	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><a href="http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml">http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml</a></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><a href="http://www.doe.virginia.gov/school_finance/budget/">http://www.doe.virginia.gov/school_finance/budget/</a></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><b>Assurances:</b> 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"> <li>• 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;</li> <li>• 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;</li> <li>• redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;</li> <li>• 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;</li> <li>• using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data;</li> <li>• 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</li> <li>• providing ongoing mechanisms for family and community engagement.</li> </ul>
<p>3. Follows state and local procurement policies.</p> <ul style="list-style-type: none"> <li>• 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. <a href="http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml">http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml</a></li> <li>• 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.</li> </ul>
<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](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](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.

- 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="Sandra H. Witcher"/>	
Superintendent's Signature:	<input type="text"/>	Date <input type="text"/>
Superintendent's Typed Name:	<input type="text" value="Dr. Samuel King"/>	

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](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](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](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 <b>Office of School Turnaround</b> .
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"><li>• review each school's improvement plan;</li><li>• ensure documentation of division support is evidenced in the school's plan;</li><li>• meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report; and</li><li>• assist in updating the school's plan to evidence the division's support of actions developed from analysis of data.</li></ul>
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	<a href="http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml">http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml</a>
NCES	<a href="http://nces.ed.gov/ccd/schoolsearch/">http://nces.ed.gov/ccd/schoolsearch/</a>
State Contract Award	<a href="http://www.doe.virginia.gov/school_finance/procurement/index.shtml">http://www.doe.virginia.gov/school_finance/procurement/index.shtml</a>
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."	<a href="http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml">http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml</a>
The indirect cost rate is based on the rate for the LEA	<a href="http://www.doe.virginia.gov/school_finance/budget/">http://www.doe.virginia.gov/school_finance/budget/</a>
Electronic query system	<a href="http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml">http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml</a>
Virginia Early Warning System (VEWS)	<a href="http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml">http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml</a>
Selena McBride (804) 371-4989	<a href="mailto:selena.mcbride@doe.virginia.gov">selena.mcbride@doe.virginia.gov</a>
Beverly Rabil (804) 786-1062	<a href="mailto:beverly.rabil@doe.virginia.gov">beverly.rabil@doe.virginia.gov</a>
Yvonne Holloman (804) 225-2064	<a href="mailto:yvonne.holloman@doe.virginia.gov">yvonne.holloman@doe.virginia.gov</a>