

Tab 1: Division and School Information

Division Name	Petersburg City Public Schools
Contact	Dr. Shawnrell Blackwell
Address Line 1	255 South Boulevard East
Address Line 2	
City, VA, zipcode	Petersburg, VA 23805
Email Address	shblackwell@petersburg.k12.va.us
Telephone Number	(804) 862-7089

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

School 1 Name	Peabody Middle School	Indicate which model the school has chosen with an X.			
Principal Name	Mr. Giron Wooden	1	<input type="checkbox"/>	USED School Turnaround	
Address Line 1	725 Wesley Street	2	X	USED Transformation Model	
Address Line 2		3	<input type="checkbox"/>	USED Turnaround Principles - same as Transformation Model	
City, VA, zipcode	Petersburg, VA 23803	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	giwooden@petersburg.k12.va.us		<input type="checkbox"/>	1003(a)	
Telephone Number	(804) 861-9100		X	1003(g)	
NCES ID #:  5.10E+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 IV	X	Cohort V
		Indicate this school's tier with an X.			
		<input type="checkbox"/>	Tier I	<input type="checkbox"/>	Tier II
		<input type="checkbox"/>		<input type="checkbox"/>	Tier III

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

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

Tab 2: School 1 Reflections and Planning  
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<b>School 1 Name:</b>	Peabody Middle 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>Peabody Middle School staff will work together with central office, stakeholders, and partner to accomplish the following goals:            Goal 1. Increase Reading SOL pass rate from 52% (2013-2014) to a minimum of 72% to meet or exceed federal AMO by June 2015.            Goal 2. Increase mathematics SOL pass rate from 42% (2013-2014) to a minimum of 68% to meet or exceed federal AMO by June 2015.            Goal 3. Increase from 66% (2013-2014) to 70% of the Teachers meeting proficient or exemplary on the PCPS teacher evaluation system with a focus on student achievement by June 30, 2015.</p>

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<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>Peabody Middle School has a welcoming atmosphere for students, parents, community members and other stakeholders entering the building. The student of the month and honor roll recognition board is posted in the main foyer. In addition, Peabody’s mission statement is posted in the office and throughout the school, along with a newly designed welcome sign. Teachers and administrators work to ensure that hallways are consistently filled with student work samples and decorative displays that reflect the instructional strategies in the classrooms. Parents are encouraged to sign in the main office, where staff that make costumer service a number one priority greets them. During pre-service week, all staff received customer service professional development which focused on fostering positive relationships with stakeholders. The replacement of all the windows and painting of the halls in the building has greatly improved the appearance and image of the school in the community. It has also increased the sense of pride in the school. Due to higher expectations for behavior modeled by all staff, there has been a higher number of referrals, but better discipline overall.</p> <p>The implementation of Positive Behavior Intervention Support (PBIS) has been a successful strategy that helps manage student behavior. The most successful strategies were the restructuring of the master schedule to allow for team planning and Professional Learning Communities (PLC) meetings. During this time teachers and administrators plan and discuss data, lesson plans, targeted intervention strategies, as well as meet with parents as needed. The master schedule has been revised to allow time for parents to meet with grade level teams and for teachers to work with students needing additional assistance. The current master schedule emphasizes collaboration among teachers by allowing for common planning time and embedded professional development.</p> <p>Prior to the current school year, there was an attempt to transition students without the use of the bell system; however, it was unsuccessful. A bell system was implemented at the beginning of the 2014-15 school year. Another unsuccessful attempt last school year was a twenty-minute remediation block at the end of the school day; however for the 2014-2015 school year the focus has been on tiered instruction and differentiation during the core content block to improve students’ academic achievement.</p>
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<p>2. Are there any anticipated barriers to further improving the school climate?</p>	<p>A key factor in establishing and maintaining a positive school climate is the creation and retention of staff that reflect the highest standards of professional conduct and performance. Being able to recruit and hire highly qualified teachers has been instrumental in improving the school climate, and the school is continues to work collaboratively with the divisions' human resource department to continue secure highly qualified teachers. Finding a source of funding to provide incentives to retain teachers and increase teacher morale is a challenge that has been discussed with PCPS central office leadership team, which is engaged in developing a budget for 2015-2016 that will include incentives.</p> <p>In addition, Peabody has implemented an awards ceremony each quarter to acknowledge students who have shown progress in academics, discipline and attendance by providing students with recognition such as certificates, plaques, trophies, etc. The mascot at Peabody is a lion and students receive PRIDE PAWS for positive actions. Students may accumulate PAWS and purchase various items of interest in the PBIS store. Peabody ignited the positive climate in July during the Year Round School Kick-Off for the community. Over 2000 people attended to support the year-round-school initiative. Peabody students received free haircuts, school supplies, educational information, free immunizations and class schedules. As a result, there was positive media coverage. Community organizations collaborated to ensure a successful beginning to the school year.</p>
<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>Peabody Middle School's leadership team meets weekly to discuss issues that impact school improvement: data, instruction, lesson plans, professional development, trends, and next steps. The leadership team consists of the administrators; department and grade level lead teachers, guidance counselor, and Title I specialists. During the leadership meetings, the minutes are documented and later shared with the other staff members at team meetings and faculty meetings. The administrators solicit input from staff and stakeholders. This feedback helps contribute to the development of the leadership team meeting agenda. Monthly, the division leadership team along with parent representation participates in Peabody's leadership meetings. All meeting minutes and agendas are documented in Indistar. Stakeholders have accessibility to use the guest username and password to review information in Indistar. Peabody's administration explains the rationale of their decisions and welcomes feedback and suggestions for school improvement. In addition, various media platforms are used to present information to the community. The website is updated frequently to inform stakeholders about upcoming events and notifications. Peabody's Parent Advisory Council meets at least three times per year to discuss areas of concern, offer suggestions, and evaluate programs to improve Peabody Middle School.</p>

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<p>2. How are responsibilities divided amongst the team members?</p>	<p>Individual members of the school leadership team are assigned specific indicators within the school improvement plan to update and monitor. Staff monitors are selected based on their areas of expertise. For example, the math department chair is assigned the tasks of monitoring specific tasks that are relevant to improving student achievement in mathematics. Another example is the PBIS coordinator who is assigned specific tasks used to monitor actions steps, which will improve students' behavior. This process is facilitated by the principal.</p>
<p>3. How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?</p>	<p>New strategies are monitored via weekly observations conducted by the division leadership team, monthly Alternate Governance (school improvement) meetings, weekly school level leadership team meetings, weekly grade level team meetings, and daily classroom observations conducted by school administration. Student performance data is reviewed weekly at school level team meetings to develop lesson plans and interventions. Each school level administrator is assigned a grade level and subject to monitor and provide feedback during the team meetings. If action steps established such as the implementation of instructional strategies and programs to improve students' performance do not yield the desired results, then teachers and administrators work collaboratively to devise alternate solutions or revisions. The staff continues to frequently monitor and adjust strategies to meet the needs of the students to increase student achievement.</p>
<p><b>INSTRUCTION</b> 1. How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)</p>	<p>Students are identified as needing additional support via their performance on their Algebra Readiness diagnostic tests, STAR reading assessment, I-Ready Reading and Mathematics assessments, and division 4 1/2 and 9-week benchmarks. After each assessment, students are grouped by performance bands to identify those that are above, at, and below standard to determine the appropriate levels of interventions. Teachers use trend data sheets to monitor and track students' progress. The data sheets are discussed in leadership and team meetings and documented in Indistar (TA01, TA02, and TA03). To strengthen this process, the LTP will collaborate with teachers to disaggregate data to improve instruction.</p>

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<p>2. a. How do teachers differentiate learning for students in Tier I instruction? b. How are formative assessments used in your school?</p>	<p>All administrators and teachers participated in a series of professional development regarding unpacking the standards, aligning targeted strategies and interventions, and writing assessments to align to the written and taught lesson. Teachers use various instructional strategies to differentiate learning such as using flexible grouping and implementing remedial and enrichment activities that appeal to all modalities of learning. Teachers use the intersessions as a means to provide additional tiered instruction for students. Based on the results from the academic review, Peabody adopted a new lesson plan format that indicates how the teacher will differentiate Tier 1 instruction. The division will continue to support teachers to strengthen Tier 1 instruction by providing professional development conducted by the professional and curriculum coordinator, external specialists, Title I specialists, and lead teachers. In addition, teachers will receive support, professional development, and coaching from the external lead partner (Pearson) in the area of developing SOL aligned formative assessments and using the data to adjust and differentiate instruction within the classroom. Currently, formative assessments are embedded in all teachers' lesson plans. Formative assessments are based on data and relevance of instruction.</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>At the beginning of the year, teachers established SMART goals for student achievement using baseline data that was discussed with the principal. The baseline data may vary by teacher to account for different content areas and grade levels. The teachers monitor students' performance and plan for instruction based on the students' needs. Since the establishment of the SMART goals, teachers continuously plan and revise instructional practices to meet needs of the students. Data-rich conversations are becoming part of the school culture. Teachers are more cognizant of being attentive to data to monitor the progress of their SMART goals to improve student achievement. Each teacher maintains a portfolio/notebook addressing all seven teacher performance standards.</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>The school improvement process is communicated to all stakeholders. The building and division leadership teams solicit the support of parents/community organizations to support the school improvement initiatives. Communication occurs in a variety of forums such as stakeholder meetings, PTA meetings, board meetings, and media outlets. Currently, stakeholders have accessibility to the Indistar' guest username and password to view the school improvement plan. Division and school level leadership teams provide stakeholders with an overview of the school improvement initiatives and proposed methods of support to ensure alignment of the stakeholders' resources and/or service to the school improvement plan. As a result, Fort Lee has partnered with Peabody to provide mentors and Virginia State University has partnered to provide tutors to increase student achievement in reading and mathematics. Dr. Kenneth Lewis, a former school board member has been a math tutor and provided instruction during intersessions. The Cameron Foundation has been instrumental in providing grant funds for year round schools. Walmart has provided incentives for the students and staff. The internal lead partners (Assistant Superintendent and Director of OFPSI) presented the school improvement process at the school board meeting and will continue to provide updates. In addition, Communities in Schools will provide service for 2014-2015 school year to assist with increasing community involvement. They are scheduled to begin at Peabody January 2015.</p>
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<p>2. Which external partners, service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.</p>	<p>The division established the Lead Turnaround Partner (LTP) selection process by creating a committee, which included all stakeholders (parents, teachers, principal, division leaders, school board members, and community members). On November 12, 2014 the LTP selection committee interviewed and selected the potential LTP candidate to be approved by the board on December 3, 2014. Pearson was selected and approved by the school board as the LTP. When the external lead partner (Pearson) begins service, a team of education specialists will provide coaching, mentoring, training and modeling to the school staff. Pearson's Lead Turnaround Partner Framework (LTPF) is a comprehensive, school-wide improvement framework that supports high-quality instruction and rigorous outcomes across five components that are recognized as critical to school success. The five areas align directly with the State of Virginia Turnaround Principles, the State of Virginia Teacher Standards and the indicators that are part of the school review process. The five areas are:</p> <ul style="list-style-type: none"> <li>• Standards-Aligned Curriculum, Instruction, and Assessment;</li> <li>• High-Performance Leadership, Management, and Organization;</li> <li>• Strengthened Engagement</li> <li>• Data-Driven Culture</li> <li>• Sustainability for Continuing Improvement</li> </ul> <p>Throughout implementation, Pearson Education Specialists will provide technical support on a systematic basis to ensure a positive start to implementation of the plan, to monitor practice and provide feedback on progress together with scaffolding as needed in order to maintain progress, and to nurture the development of strong linkages among all of the school's settings for implementation. The Pearson staff will work in unison with the School Improvement Plan as well as the Essential Actions that are a part of the academic review. The initial implementation focus will be that of professional development and job-embedded support based on the needs assessments. The internal lead partners, division/school level leadership teams, and the VADOE appointed Chief Academic Officer will meet twice a month to monitor and revise the plan as needed.</p>
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<p>3. In what ways will parents be involved in the design and implementation of the interventions, and given the opportunity for input? Informed of progress?</p>	<p>Increasing parental involvement at Peabody continues to be a challenge. At minimum, parents will be informed of students' progress through the website, report cards, parent portal, parent teacher conferences, and PTA meetings. For the 2014-2015 school year, Peabody is utilizing the support of the division's parent liaison coordinator to reignite the Parent Advisory Council (PAC). At the PAC meetings parents express concerns to improve the school and provide feedback about programs such as Title I and 21st Century. A parent representative is also a member of the school leadership team. Monthly, the leadership team reviews the school improvement plan and adds tasks and indicators as the data prescribes. Increasing parental involvement will continue to be a goal targeted in the school improvement plan. With the implementation of Communities in Schools and the support from the LTP, Peabody's leadership team will strengthen parental engagement. During the 2013-2014 school year, Peabody has 242 parents to participate in activities. Our goal is to increase participation for the 2014-2015 school year by a minimum 10%.</p>
<p><b>STAFFING &amp; RELATIONSHIPS</b> 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 Human Resources department screens teacher candidates and compiles a pool of highly qualified applicants to interview with the principal and specific central office personnel. The interview panel discusses the qualifications of the candidate and a decision is made to determine if the candidate is a match for the position. The final decision is made by the principal and he or she assigns the teacher the position based on the teacher's license and ability to deliver the content. For candidates who have taught before, their students' performance data is reviewed prior to being hired. Because the relationship with the teacher and student is critical, prior to school starting, guidance counselors and the leadership team review the previous year class lists to look at students' academic and behavior data to place students with teachers where the most success will occur. Feedback from elementary administrators was sent to the Peabody principal during the summer to aide in placing the 6th grade students for the school year. Frequently, we receive feedback from parents regarding placement.</p>

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<p>2. What is your process for implementing the division's teacher evaluation system?</p>	<p>The principal evaluates all teachers using the Teacher Performance Evaluation System. The Human Resources department presents the process and procedures of the division's evaluation system for all staff during the pre-service week. Principals are also directed to review the teacher evaluation system again and provide technical assistance in writing SMART goals for teachers during the pre-service week. Once a teacher's smart goals are finalized, the teacher develops a portfolio to provide evidence for the performance evaluation. The principal conducts teacher observations weekly; however three formal observations for all teachers are required. Mid-year, the principal reviews the SMART goals with teachers and reviews their progress in meeting the SMART goals based on the data. The goals are reviewed again at the end of the year and portfolios are collected. Artifacts in the portfolios contribute to the teacher's final evaluation. The principal submits all evaluations to the human resources department. The evaluation tool is based on seven performance indicators.</p> <p>Performance Standard 1: Professional Knowledge The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</p> <p>Performance Standard 2: Instructional Planning The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.</p> <p>Performance Standard 3: Instructional Delivery The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</p> <p>Performance Standard 4: Assessment of and for Student Learning The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.</p>
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	<p>Performance Standard 5: Learning Environment The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</p> <p>Performance Standard 6: Professionalism The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.</p> <p>Performance Standard 7: Student Academic Progress The work of the teacher results in acceptable, measurable, and appropriate student academic progress. The Standard 7 accounts for 40% of the teacher evaluation summative rating.</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>All administrators received professional development to establish “look fors” for the seven teacher performance standards. Teachers who receive exemplary or proficient on their teacher evaluation are awarded by non-monetary means such as recognition during faculty meetings and announcements. Peabody will use school improvement grant funds to assist in providing monetary incentives to staff.</p> <p>Math is Peabody’s targeted area of improvement. Therefore teachers in the math department will be eligible to receive a Recruitment &amp; Retention Bonus if they are highly qualified and fully licensed to be paid in 2 \$500 installments annually for 3 years.</p> <p>English/Math teachers will be eligible for incentive pay for meeting the AMOs by R10=\$400/teacher (20*\$400=\$8,000); OR by meeting the AMO (72%/68%) = \$600/teacher.</p> <p>The Principal will be eligible Incentive Pay for meeting the Reading AMO by R10 (\$1500) or for meeting the Reading AMO (72%)(3000). Principal Incentive Pay for meeting the Math AMO by R10 (\$1500) or for meeting the Math AMO (68%)(3000).</p> <p>The Assistant Principals (2) will be eligible for Incentive Pay for meeting the Reading AMO by R10 (\$500) or for meeting the Reading AMO (72%)(800) for two APs Assistant Principal Incentive Pay for meeting the Math AMO by R10 (\$500) or for meeting the Math AMO (68%)(800).</p> <p>Teachers who need targeted support are identified by multiple measures of data based on Virginia teacher performance standards. Teachers identified as needing support receive targeted ongoing professional development in a variety of formats which may include: PD 360, faculty instructional meetings, mini-demonstration lessons, teacher-led presentations on selected instructional topics, teacher conferences (SURN, National Math, etc.), and coaching. The school leadership team, external consultants, and division department leaders conduct professional development. The lead turnaround partner will also provide professional development.</p>
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<p>4. How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?</p>	<p>The principal is evaluated by the Superintendent with feedback from the assistant superintendent using the Petersburg City Public Schools' Principal Evaluation tool (State model). At least three formal observations are conducted by the Superintendent. The Superintendent meets to review performance objectives with principal for a mid-year review; meets regularly with the principal to discuss all aspects of school operation and principal decision-making. The Superintendent and division leaders participate monthly with the principal in walk throughs, followed by feedback to the principal regarding what was observed and how the principal will address teachers' positive and negative behaviors. Superintendent and selected division leaders participate in school improvement meetings to observe the principal's leadership at the meeting and provide feedback following the meeting. School improvement funds will be used to provide incentives for the principal and assistant principals of Peabody who receive an exemplary or proficient summative rating based on the evaluation of the seven performance indicators.</p> <p>Standard 1 Instructional Leadership The administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</p> <p>Standard 2 School Climate The administrator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</p> <p>Standard 3 Human Resources Management The administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</p> <p>Standard 4 Organizational Management The administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</p>
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	<p>Standard 5 School and Community Relations The administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.</p> <p>Standard 6 Professionalism The administrator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</p> <p>Standard 7 Student Academic Progress The administrator’s leadership results in acceptable, measurable student academic progress based on established standards. Assistant administrator’s performance and support of the administrator. The Standard 7 accounts for 40% of the evaluation.</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><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>Decision-making related to school improvement efforts, overall strategic vision, or anything that impacts the improvement plan is processed through the leadership team and the Alternate Governance (school improvement) committee. The leadership team is the first level of involvement, and provides the leadership with the means to hear the voices of those who will be directly impacted by the decision, and the Alternate Governance meetings allow district and state-level personnel to review, reflect, and provide additional input and insight into the decision-making process, and offer alternative solutions when appropriate. Final decisions are made by the school principal, with input from the school and division Leadership team. Final decision-making authority should rest with the principal given that he is the person ultimately held responsible for results. However, the Division leadership team ensures that the decision is aligned to the Division’s vision.</p>

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<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>Other than salaries, there are currently no barriers with practices and policies that will impede the school's success. Currently, the Superintendent and his budget committee along with the school board are working to develop a budget to increase teacher salary to attract highly qualified teachers. At the beginning of the 2014 school year, a salary study was completed by an outside consultant, comparing PCPS salaries to the surrounding areas. At the entry level the salaries were found to be comparable, but after the first year the surrounding areas were higher than PCPS. As a result of the findings, recommendations to bring our salary scale to an equal or better measure than our surrounding divisions are being considered by our budget committee in collaboration with our School Board and stakeholders. PCPS has a benefits package that is already equal to or greater than our neighboring divisions. Higher salaries tend to attract more applicants from which to choose.</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>Funding for math and reading coaches for embedded professional development is provided by central office. Financial incentives based on student attainment of specific improvement objectives are currently being considered by the budget committee and the school board. Data analysis and discussions with faculty occur weekly at PLCs with guidance of an administrator. Because staffing is not included in our request for the grant, the sustainability of any program or structure/process put in place will be determined by the needs assessment conducted by Pearson. Collaborative discussions with Pearson and the school division, weekly monitoring by the Chief Academic Officer, weekly monitoring of practices put in place by the principals along with division leaders will assist in developing and sustaining best practices. In addition, we will identify accomplishments and establish plan for Indistar Plan goal maintenance and expansion. We will continue to identify goals that remain unattained and devise action steps and timelines for completion. We will identify supports necessary to continue both at the school and division level to help ensure long-term continuous improvement. We will conduct a debrief of the three-year LTP process and external coaches along with all key stakeholders, central office, and school staff to identify "lessons learned" and "next steps."</p>
<p>2. What supports from the state would be the most helpful?</p>	<p>Continued technical assistance.</p>

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<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>	
<b>Required element</b>	<b>Response</b>
1. Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools	<b>See school's State Report Card. (You do not have to copy and paste responses for this element.)</b>
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)	<b>See school's State Report Card. (You do not have to copy and paste responses for this element.)</b>

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<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>For the 2013-2014 school year, the learning time increased from 77,700 minutes (2012-2013) to 78,000 minutes. The increase was due to offering summer school to all students and increasing summer school by one day as compared to the 2012-2013 school year. For the 2014-2015, 20 additional days for teacher and students were added to the calendar for the year round school program. The 20 additional days are instructional days for all students. These days are called Intercessions and the instruction is targeted to meet the needs of each student. The intercessions are for remediation as well as acceleration. The 200 hundred days that students are in the building are instructional days. New teacher professional development is from July 23-25 (3 days), all teachers report July 28 for three professional days and two work days (5 days); students entered August 4.</p> <p>Instructional days per month (180 student days) August 18, September 21, October 18, November 16, December 15, January 14, February 19, March 12, April 17, May 20, June 10</p> <p>Intersession days per month (20 student days) October 5, January 5, March 10</p> <p>Total student instructional days = 200 Total teacher instructional days = 200 Total teacher work days beyond the 200 days= 10 work days/ professional development Teachers are available before and after school for remediation and/or acceleration. Peabody has a 21st Century grant which offers after-school activities that are both instructional and provide opportunities for students to experiment with activities they would not ordinarily be exposed to. Duration of summer school 2014, grades K – 8 was from June 23 –July 20 (20 days of instruction). The focus for the summer session was remediation in mostly math and reading. All students were welcome to attend the summer session.</p>
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<p>4. Demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged</p>	<p style="text-align: center;"> <b>Total Students: 545</b>  <b>Male: 275</b>  <b>Female: 270</b>  <b>Asian: 1</b>  <b>Black: 512</b>  <b>Hispanic: 28</b>  <b>White: 3</b>  <b>Students with disabilities: 69</b>  <b>Limited English proficient: 21</b>  <b>Migrant: 4</b>  <b>Homeless: 62</b>  <b>Economically disadvantaged: 420</b> </p>
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Tab 2: School 1 Reflections and Planning  
and Required Elements

<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>Analysis of data indicates that Peabody needs improvement in reading and mathematics based on the pass rates for 2011-2012, 2012-2013, and 2013-2014 data (pass rates is listed in parenthesis in chronological order):</p> <p>Area 1: Reading continues to be an area of concern based on preliminary results. The state benchmark was still not met (75, 46, 52). Federal AMOs were not met.</p> <p>Area 2: Mathematics continues to be an area of concern based on preliminary results with declining results. The state benchmark was still not met (43, 41, 37). Federal AMOs were not met.</p> <p>Analysis of First Nine Week benchmark information for the 2014-2015 School Year indicates that math is still an area of need. The first BMA, 6th grade students averaged a 7.4% pass rate and 3.9% pass rate at interim. This percentage is even lower than the previous 3 year SOL pass rate. Intense intervention will be needed in order to increase this percentage to meet accreditation. 7th grade students scored at 6% and 1.5% again very far below the SOL pass rate from previous years. 8th grade math benchmark scores were 56% and 67% which is higher than the other grade levels. Immediate focus needs to be on 6th and 7th grade math with monitoring of 8th grade math.</p> <p>Analysis of First Nine Week benchmark information for the 2014 – 2015 School Year indicates that Reading is remaining constant for 6th grade. The first BMA, 6th grade averaged 48% and 50%. 7th grade benchmark assessments for is showing that students are performing slightly less than the past 2 years SOL data. Benchmark assessment pass rates were 40% and 33%. Reading will continue to be monitored and intense remediation will be offered to reach the 75% pass rate needed for accreditation.</p>
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Tab 2: School 1 Reflections and Planning  
and Required Elements

<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>The school was built in 1951 with an addition completed in 1965, 1968, and 1970. There are 45 classrooms. The library is 1,640 square feet. The library has only recently been staffed and stocked. We are in the process of conducting an inventory and needs assessment for materials for students and staff. The cafeteria is 5,300 square feet and is equipped for 4 lunches that can accommodate 175 students each. The school has one regulation high school gymnasium that is used every day for physical education classes and extra-curricular activities. The gymnasium is also utilized by the public upon request.</p>	
<p>7. Information about the types of technology that are available to students and instructional staff</p>	<p><b>Twenty-eight core-content classrooms have Promethean boards. There are nine computer labs with twenty-four computers in each. All seven math teachers have a computer on wheels (COW) and each COW has twenty-four computers. There are two additional carts, which teachers may check out. There are forty-five Ipads. All staff members have a computer. The library media center has 29 computers.</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>23</p>	<p>82</p>
<p>Teachers (not highly qualified)</p>	<p>5</p>	<p>18</p>

Tab 2: School 1 Reflections and Planning  
and Required Elements

<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	6	21
Number of teachers with a provisional license	3	11

**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))**

**Less than three years of experience:**

- Teacher Math 6 (1)**
- Teacher English 7 (1)**
- Teacher History 6 (1)**
- Teacher History 6 (1)**
- Teacher History 6 (2)**
- Teacher Science 7 (2)**

Tab 2: School 1 Reflections and Planning  
and Required Elements

<p>9. a. Number of years each instructional staff member has been employed at the school (may use a coding system in lieu of names or follow sample summary below)</p> <p>Sample:</p> <table border="1"> <thead> <tr> <th>Yrs</th> <th>#Instructional Staff</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> </tr> <tr> <td>1</td> <td>6</td> </tr> <tr> <td>2</td> <td>4...</td> </tr> </tbody> </table> <p>b. Total number of days teachers worked divided by the number of teaching days (2013-2014).</p>	Yrs	#Instructional Staff	0	1	1	6	2	4...	<p>1 year= 9 people                  2 years= 5 people                  3 years= 4 people                  4 years= 4 people                  5 years= 2 people                  6 years= 1 people                  7 years= 6 people                  8 years= 1 person                  9 years= 1 person                  10 years= 1 person                  11 years= 2 people                  14 years= 1 person                  15 years= 1 person                  22 years= 1 person</p> <p>For the 2013-2014 school year the teacher attendance rate is 95%.</p>
Yrs	#Instructional Staff								
0	1								
1	6								
2	4...								

**Required Elements**  
**Part 2. The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve.**

Required element	Response
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Tab 2: School 1 Reflections and Planning  
and Required Elements

<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>The Division will implement the Transformation Model. The Superintendent, Division Leaders, School Officials, Lead Turnaround Partners, and Chief Academic Officer will work collaboratively to ensure that the intervention model for each school is fully implemented. Monitoring of the implementation is done twice a month in the Alternate Governance Meetings and school leadership team meetings. The school improvement plan in Indistar is aligned to the principles required by the Transformation Model. The Indistar plan is reviewed by the Division leadership team each month. The Memorandum of Understanding goals and objectives are used to guide, document, and monitor the implementation. The MOU and comprehensive strategic action plan and transformation model are aligned. The Superintendent, division leaders, and CAO meet with the principals monthly to discuss data and progress being made toward the transformation model and specific actions indicated in the MOU and corrective action plan. Monthly, the MOU is updated and presented to the School Board for public review.</p>
<p>2. Process the division will use to recruit, screen, and select external providers, if applicable, to ensure their quality.</p>	<p>The division leadership selected LTPs from the state approved list for the LTP selection committee to interview and select. The interview panel (LTP election Committee) consisted of all stakeholders (principals, State Liaison, parents, division and school level staff, school board member, and community members). The LTP Selection Committee interviewed LTP candidates on November 12, 2014 and they selected Pearson to present to the school board for approval on December 3, 2014. The LTP selection committee will also be included in the development of the scope of work.</p>

Tab 2: School 1 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>The annual goals for student achievement on the 2014-2015 state's assessments in reading and mathematics are:          Goal 1. Increase Reading SOL pass rate from 52% (2013-2014) to a minimum of 72% to meet or exceed federal AMO by June 2015.          Goal 2. Increase mathematics SOL pass rate from 42% (2013-2014) to a minimum of 68% to meet or exceed federal AMO by June 2015.          To monitor the SIG schools, Division leaders, Turnaround Partners, SIG Principals, relative staff, and the Chief Academic Officer meets monthly in the Alternative Governance Meetings and Executive Alliance meetings to review current student data (benchmarks, instructional programs, interventions, etc.). In the meetings, plans of action and interventions are discussed based on the results of the data. In addition, funding sources to provide additional support to meet the student achievement goals are discussed during the meetings.</p>
<p>4. Explanation of the division's capacity to serve its Priority Schools.</p>	<p>Priority status is given to hiring. Communities in Schools is in place to increase parental involvement and engagement. Peabody is given priority status from the Superintendent's Office regarding Instruction, staffing and budget aimed at specific targeted interventions. State and local funds will be used to increase learning time.</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 2: School 1 Reflections and Planning  
and Required Elements

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	

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".

<b>Name of School 1:</b>		<input checked="" type="checkbox"/> <b>1003(g)</b>					
		Peabody Middle School					
<b>Expenditure Codes</b>	<b>Division-Level Pre-Implementation Expenses (Grant Funded)</b>	<b>School-Level Pre-implementation Expenses (Grant Funded)</b>	<b>Division- Level Expenses (Grant Funded)</b>	<b>School-Level Expenses (Grant Funded)</b>	<b>Total Expenses (Grant Funded)</b>	<b>Other Expenses</b>	<b>Total With Other Expenses</b>
1000 - Personnel	\$ -	\$ -	\$ -	\$ 33,200.00	\$ 33,200.00	\$ 326,221.00	\$ 359,421.00
2000- Personnel (Benefits)	\$ -	\$ -		\$ 2,539.80	\$ 2,539.80	\$ 137,403.00	\$ 139,942.80
3000- Purchased Services	\$ -	\$ -		\$ 347,997.00	\$ 347,997.00	\$ 7,246.54	\$ 355,243.54
4000 - Internal Services	\$ -	\$ -		\$ -	\$ -		\$ -
5000- Other Charges	\$ -	\$ -	\$ 750.00	\$ 250.00	\$ 1,000.00	\$ 9,486.00	\$ 10,486.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ 3,000.00	\$ 3,000.00	\$ 10,000.00	\$ 13,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ -	\$ -	\$ 750.00	\$ 386,986.80	\$ 387,736.80	\$ 490,356.54	\$ 878,093.34
<b>Pre-Implementation Total</b>		\$ -					

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

<b>Sample Entry</b>  <b>6000</b> <b>Materials and</b> <b>Supplies</b>	<p><b>Pre-Implementation:</b> Mailings (2) - postage 142.00; printing \$298 (Total \$440.00)</p> <p><b>Division-level:</b> NA</p> <p><b>School-level:</b> Binders, copies of training packages (\$1425.00 SIG); Math intervention training materials (\$300.00) and manipulative sets for 20 classrooms (20@55.00 = \$1,100); Leveled readers for classroom libraries- 20 classrooms (20@250.00 = \$5,000)</p> <p><b>Other Expenses:</b> Leveled reader sets for book closet (basal supplemental sets of 5 books for small group) (\$28,000; Title I); Math manipulatives for station activities 20@150.00, (\$3,000; Title I)</p>
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<b>Expenditure Codes</b>	<b>School:</b> Peabody Middle School	<b>Budget Narrative</b>
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<b>1000 - Personnel</b>	<p>Pre-Implementation: School-level: Staff Incentives/Bonus Total ()</p> <p>Recruitment &amp; Retention Bonus for 8 highly qualified, fully licensed Math teachers paid in 2 \$500 installments annually, \$500 per teacher for the 14/15 school year (8*\$500=\$4,000) (refer to B16 tab 2);</p> <p>Incentive pay for SOL tested, core content teachers (English/Math) for meeting the AMOs by R10=\$400/teacher (20*\$400=\$8,000); OR by meeting the AMO (72%/68%) = \$600/teacher (20 teachers *\$600=\$12000)(refer to B18 tab 2);</p> <p>Principal Incentive Pay for meeting the Reading AMO by R10 (\$1500) or for meeting the Reading AMO (72%)(3000)</p> <p>Principal Incentive Pay for meeting the Math AMO by R10 (\$1500) or for meeting the Math AMO (68%)(3000) (refer to B19 tab 2) (\$6000 is the total request for 1 principal)</p> <p>Assistant Principal Incentive Pay for meeting the Reading AMO by R10 (\$500) or for meeting the Reading AMO (72%)(800) for two APs (\$1600 total request)</p> <p>Assistant Principal Incentive Pay for meeting the Math AMO by R10 (\$500) or for meeting the Math AMO (68%)(800) (refer to B19 tab 2) for two APs (\$1600 total request)</p> <p><b>Other Expenses:</b> Title I Teachers and paraprofessional (\$223,381); Director of Federal Programs and School Improvement (Title I-\$102,840)</p>
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Tab 14: Year 1 Budget and Narrative for Each Priority School  
Application 2014-2015

<p><b>2000- Personnel (Benefits)</b></p>	<p>Pre-Implementation:</p> <p>School-level: FICA on Math Recruitment &amp; Retention Bonus (.0765*\$4000= \$306); on Principal and AP incentive pay (=.0765*9200=\$703.80); FICA on ELA/Math teacher incentives (.0765 * 20,000 = 1530) (Total FICA \$2539.80)</p> <p>Other Expenses: Title I Teachers and paraprofessional FICA/Benefits (\$96267); Director of Federal Programs and School Improvement FICA (Title I-\$41,136)</p>
<p><b>3000- Purchased Services</b></p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Datacation (\$500); I-ready Math and Reading Intervention program (\$18,000); Pearson Lead Turnaround Partner (553 students*\$732 per student for 40hrs of service for 9 mos = \$303,957); State Contractor (\$70 per hour *10 hours per week*37 weeks= total \$25,900)</p> <p>Other Expenses: Instructional software subscriptions (Title I- \$7246.54)</p>

<p><b>4000 - Internal Services</b></p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>
<p><b>5000- Other Charges</b></p>	<p>Pre-Implementation:</p> <p>Division-level:  Director of Federal Programs and School Improvement weekly travel to Peabody and travel to required VADOE Technical Assistance workshops (\$500)  Division Leadership team travel to alternate governance meetings at Peabody (\$250)</p> <p>School-level:  Principal and staff travel to VADOE Technical assistance workshops (\$250)</p> <p>Other Expenses: Copier Lease (Title I- \$4536.00); Travel (Title I-\$4950)</p>

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

<p><b>6000- Materials and Supplies</b></p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Student incentives such as plaques, certificates, etc- (\$3000)</p> <p>Other Expenses: Instructional Materials and Supplies (Year Round School Grant- \$10,000)</p>
<p><b>8000- Equipment Capital Outlay</b></p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

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

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

<b>Name of School 1:</b>	<input checked="" type="checkbox"/> <b>1003(g)</b>						
	Peabody Middle School						
<b>Expenditure Codes</b>	<b>Division-Level Pre-Implementation Expenses (Grant Funded)</b>	<b>School-Level Pre-Implementation Expenses (Grant Funded)</b>	<b>Division- Level Expenses (Grant Funded)</b>	<b>School-Level Expenses (Grant Funded)</b>	<b>Total Expenses (Grant Funded)</b>	<b>Other Expenses</b>	<b>Total With Other Expenses</b>
1000 - Personnel	\$ -	\$ -		\$ 46,000.00	\$ 46,000.00	\$ 326,221.00	\$ 372,221.00
2000- Personnel (Benefits)	\$ -	\$ -		\$ 3,519.00	\$ 3,519.00	\$ 137,403.00	\$ 140,922.00
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 449,196.00	\$ 449,196.00	\$ 7,246.54	\$ 456,442.54
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
5000- Other Charges	\$ -	\$ -	\$ 750.00	\$ 250.00	\$ 1,000.00	\$ 9,486.00	\$ 10,486.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ 8,000.00	\$ 8,000.00	\$ -	\$ 8,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ -	\$ -	\$ 750.00	\$ 506,965.00	\$ 507,715.00	\$ 480,356.54	\$ 988,071.54
<b>Pre-Implementation Total</b>		\$ -					

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

<p>Narrative Description: For each school, provide a budget narrative for division- and school-level activities designed to support the implementation of the transformation or turnaround. Budgets will not be approved without detailed responses. Identify the Indistar indicator(s) included in the school's plan that justify the expenditure of the itemized funds in each category. Include details of other funding sources under a separate heading, "Other Expenses" in the Budget Narrative section. See the sample below.</p>		
<p><b>Sample Entry</b></p> <p><b>6000</b></p> <p><b>Materials and Supplies</b></p>	<p><b>Pre-Implementation:</b> Mailings (2) - postage 142.00; printing \$298 (Total \$440.00)</p> <p><b>Division-level:</b> NA</p> <p><b>School-level:</b> Binders, copies of training packages (\$1425.00 SIG); Math intervention training materials (\$300.00) and manipulative sets for 20 classrooms (20@55.00 = \$1,100); Leveled readers for classroom libraries- 20 classrooms (20@250.00 = \$5,000)</p> <p><b>Other Expenses:</b> Leveled reader sets for book closet (basal supplemental sets of 5 books for small group) (\$28,000; Title I); Math manipulatives for station activities 20@150.00, (\$3,000; Title I)</p>	
<p><b>Expenditure Codes</b></p>	<p><b>School:</b> Peabody Middle School</p>	<p><b>Budget Narrative</b></p>
<p><b>1000 - Personnel</b></p>	<p>Pre-Implementation: School-level: Staff Incentives/Bonus Total (\$46,000) Signing Bonus for 8 Math teachers (8*\$1000=\$8,000) refer to B16 tab 2; Non-SOL tested, core content teachers incentive pay (16 teachers*\$500=\$8,000) refer to B18 tab 2; Non- core content teachers incentive pay (16 teachers*\$300=\$4800) refer to B18 tab 2; SOL tested, core content teachers incentive pay (16 teachers*\$600=\$9600)refer to B18 tab 2; additional incentive pay for English and Math teachers (16teachers *\$400=\$6400) refer to B18 tab 2; principal incentive pay (\$3000) refer to B19 tab 2; assistant principals incentive pay (2 assitant principals * \$800=\$1600) refer to B19 tab 2; additional incentive pay for principal (\$3000) and assistant principals (2*\$800=\$1600) for meeting AMOs refer to B19 tab 2.</p> <p>Other Expenses: Title I Teachers and paraprofessional (\$223,381); Director of Federal Programs and School Improvement (Title I-\$102,840)</p>	

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

<p><b>2000- Personnel (Benefits)</b></p>	<p>Pre-Implementation:</p> <p>School-level: Staff Incentives/Bonus FICA (\$46,000*.0765=\$3519) Other Expenses: Title I Teachers and paraprofessional FICA/Benefits (\$96267); Director of Federal Programs and School Improvement FICA (Title I- \$41,136)</p>
<p><b>3000- Purchased Services</b></p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Datacation (\$500); I-ready Math and Reading Intervention program (\$18,000); Pearson Lead Turnaround Partner (553 students*\$732 per student for 40hrs of service= \$404,796); State Contractor (\$70 per hour *10 hours per week*37 weeks= total \$25,900)</p> <p>Other Expenses: Instructional software subscriptions (Title I- \$7246.54)</p>

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

<p><b>4000 - Internal Services</b></p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>
<p><b>5000- Other Charges</b></p>	<p>Pre-Implementation:</p> <p>Division-level: Director of Federal Programs and School Improvement weekly travel to Peabody and travel to required VADOE Technical Assistance workshops (\$500) Division Leadership team travel to alternate governance meetings at Peabody (\$250)</p> <p>School-level: Principal and staff travel to VADOE Technical assistance workshops (\$250)</p> <p>Other Expenses: Copier Lease (Title I- \$4536.00); Travel (Title I-\$4950)</p>

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

<p><b>6000- Materials and Supplies</b></p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Student incentives such as plaques, certificates, etc- (\$3000); Instructional materials for mathematics and reading such as graph paper, manipulatives, composition books for Interactive notebooks, math and reading supplemental workbooks, etc. (\$5,000).</p> <p>Other Expenses:</p>
<p><b>8000- Equipment Capital Outlay</b></p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

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

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

<b>Name of School 1:</b>	<input checked="" type="checkbox"/>	<b>1003(g)</b>					
	Peabody Middle School						
<b>Expenditure Codes</b>	<b>Division-Level Pre-Implementation Expenses (Grant Funded)</b>	<b>School-Level Pre-implementation Expenses (Grant Funded)</b>	<b>Division- Level Expenses (Grant Funded)</b>	<b>School-Level Expenses (Grant Funded)</b>	<b>Total Expenses (Grant Funded)</b>	<b>Other Expenses</b>	<b>Total With Other Expenses</b>
1000 - Personnel	\$ -	\$ -		\$ 46,000.00	\$ 46,000.00	\$ 326,221.00	\$ 372,221.00
2000- Personnel (Benefits)	\$ -	\$ -		\$ 3,519.00	\$ 3,519.00	\$ 137,403.00	\$ 140,922.00
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 439,242.00	\$ 439,242.00	\$ 7,246.54	\$ 446,488.54
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
5000- Other Charges	\$ -	\$ -	\$ 750.00	\$ 250.00	\$ 1,000.00	\$ 9,486.00	\$ 10,486.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ 8,000.00	\$ 8,000.00	\$ -	\$ 8,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ -	\$ -	\$ 750.00	\$ 497,011.00	\$ 497,761.00	\$ 480,356.54	\$ 978,117.54
<b>Pre-Implementation Total</b>		\$ -					

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

<b>Sample Entry</b>  <b>6000</b> <b>Materials and Supplies</b>	<b>Pre-Implementation:</b> Mailings (2) - postage 142.00; printing \$298 (Total \$440.00) <b>Division-level:</b> NA <b>School-level:</b> Binders, copies of training packages (\$1425.00 SIG); Math intervention training materials (\$300.00) and manipulative sets for 20 classrooms (20@55.00 = \$1,100); Leveled readers for classroom libraries- 20 classrooms (20@250.00 = \$5,000) <b>Other Expenses:</b> Leveled reader sets for book closet (basal supplemental sets of 5 books for small group) (\$28,000; Title I); Math manipulatives for station activities 20@150.00, (\$3,000; Title I)	
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<b>Expenditure Codes</b>	<b>School:</b> Peabody Middle School	<b>Budget Narrative</b>
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<b>1000 - Personnel</b>	Pre-Implementation: School-level: Staff Incentives/Bonus Total (\$46,000) Signing Bonus for 8 Math teachers (8*\$1000=\$8,000) refer to B16 tab 2; Non-SOL tested, core content teachers incentive pay (16 teachers*\$500=\$8,000) refer to B18 tab 2; Non- core content teachers incentive pay (16 teachers*\$300=\$4800) refer to B18 tab 2; SOL tested, core content teachers incentive pay (16 teachers*\$600=\$9600)refer to B18 tab 2; additional incentive pay for English and Math teachers (16teachers *\$400=\$6400) refer to B18 tab 2; principal incentive pay (\$3000) refer to B19 tab 2; assistant principals incentive pay (2 assitant principals * \$800=\$1600) refer to B19 tab 2; additional incentive pay for prinicpal (\$3000) and assistant principals (2*\$800=\$1600) for meeting AMOs refer to B19 tab 2.  Other Expenses: Title I Teachers and paraprofessional (\$223,381); Director of Federal Programs and School Improvement (Title I-\$102,840)	
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Tab 16: Year 3 Budget and Narrative for Each Priority School  
Application 2014-2015

<p><b>2000- Personnel (Benefits)</b></p>	<p>Pre-Implementation:</p> <p>School-level: Staff Incentives/Bonus FICA (<math>\\$46,000 \times .0765 = \\$3519</math>)</p> <p>Other Expenses: Title I Teachers and paraprofessional FICA/Benefits (<math>\\$96267</math>); Director of Federal Programs and School Improvement FICA (Title I-<math>\\$41,136</math>)</p>
<p><b>3000- Purchased Services</b></p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Datacation (<math>\\$500</math>); I-ready Math and Reading Intervention program (<math>\\$18,000</math>); Pearson Lead Turnaround Partner (553 students*<math>\\$714</math> per student for 32hrs of service= <math>\\$394,842</math>); State Contractor (<math>\\$70</math> per hour *10 hours per week*37 weeks= total <math>\\$25,900</math>)</p> <p>Other Expenses: Instructional software subscriptions (Title I- <math>\\$7246.54</math>)</p>

<p><b>4000 - Internal Services</b></p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>
<p><b>5000- Other Charges</b></p>	<p>Pre-Implementation:</p> <p>Division-level:  Director of Federal Programs and School Improvement weekly travel to Peabody and travel to required VADOE Technical Assistance workshops (\$500)  Division Leadership team travel to alternate governance meetings at Peabody (\$250)</p> <p>School-level:  Principal and staff travel to VADOE Technical assistance workshops (\$250)</p> <p>Other Expenses: Copier Lease (Title I- \$4536.00); Travel (Title I-\$4950)</p>

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

<p><b>6000- Materials and Supplies</b></p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level: Student incentives such as plaques, certificates, etc- (\$3000); Instructional materials for mathematics and reading such as graph paper, manipulatives, composition books for Interactive notebooks, math and reading supplemental workbooks, etc. (\$5,000).</p> <p>Other Expenses:</p>
<p><b>8000- Equipment Capital Outlay</b></p>	<p>Pre-Implementation:</p> <p>Division-level:</p> <p>School-level:</p> <p>Other Expenses:</p>

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

Summary Year 1	All Schools						
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ -	\$ 33,200.00	\$ 33,200.00	\$ 326,221.00	\$ 359,421.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ 2,539.80	\$ 2,539.80	\$ 137,403.00	\$ 139,942.80
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 347,997.00	\$ 347,997.00	\$ 7,246.54	\$ 355,243.54
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ 750.00	\$ 250.00	\$ 1,000.00	\$ 9,486.00	\$ 10,486.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ 3,000.00	\$ 3,000.00	\$ 10,000.00	\$ 13,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ -	\$ -	\$ 750.00	\$ 386,986.80	\$ 387,736.80	\$ 490,356.54	\$ 878,093.34

Summary Year 2		All Schools					
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ -	\$ 46,000.00	\$ 46,000.00	\$ 326,221.00	\$ 372,221.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ 3,519.00	\$ 3,519.00	\$ 137,403.00	\$ 140,922.00
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 449,196.00	\$ 449,196.00	\$ 7,246.54	\$ 456,442.54
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ 750.00	\$ 250.00	\$ 1,000.00	\$ 9,486.00	\$ 10,486.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ 8,000.00	\$ 8,000.00	\$ -	\$ 8,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ -	\$ -	\$ 750.00	\$ 506,965.00	\$ 507,715.00	\$ 480,356.54	\$ 988,071.54

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

Summary Year 3	All Schools						
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-Implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ -	\$ 46,000.00	\$ 46,000.00	\$ 326,221.00	\$ 372,221.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ 3,519.00	\$ 3,519.00	\$ 137,403.00	\$ 140,922.00
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 439,242.00	\$ 439,242.00	\$ 7,246.54	\$ 446,488.54
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ 750.00	\$ 250.00	\$ 1,000.00	\$ 9,486.00	\$ 10,486.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ 8,000.00	\$ 8,000.00	\$ -	\$ 8,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ -	\$ -	\$ 750.00	\$ 497,011.00	\$ 497,761.00	\$ 480,356.54	\$ 978,117.54

Summary Years 1-3		All Schools - 3 Year Summary					
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ -	\$ 125,200.00	\$ 125,200.00	\$ 978,663.00	\$ 1,103,863.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ 9,577.80	\$ 9,577.80	\$ 412,209.00	\$ 421,786.80
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 1,236,435.00	\$ 1,236,435.00	\$ 21,739.62	\$ 1,258,174.62
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ 2,250.00	\$ 750.00	\$ 3,000.00	\$ 28,458.00	\$ 31,458.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ 19,000.00	\$ 19,000.00	\$ 10,000.00	\$ 29,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ -	\$ -	\$ 2,250.00	\$ 1,390,962.80	\$ 1,393,212.80	\$ 1,451,069.62	\$ 2,844,282.42

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

Summary Year 1	All Schools						
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ -	\$ 66,400.00	\$ 66,400.00	\$ 652,442.00	\$ 718,842.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ 5,079.60	\$ 5,079.60	\$ 274,806.00	\$ 279,885.60
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 695,994.00	\$ 695,994.00	\$ 14,493.08	\$ 710,487.08
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ 1,500.00	\$ 500.00	\$ 2,000.00	\$ 18,972.00	\$ 20,972.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ 6,000.00	\$ 6,000.00	\$ 20,000.00	\$ 26,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ -	\$ -	\$ 1,500.00	\$ 773,973.60	\$ 775,473.60	\$ 980,713.08	\$ 1,756,186.68

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

Summary Year 2	All Schools						
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ -	\$ 92,000.00	\$ 92,000.00	\$ 652,442.00	\$ 744,442.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ 7,038.00	\$ 7,038.00	\$ 274,806.00	\$ 281,844.00
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 898,392.00	\$ 898,392.00	\$ 14,493.08	\$ 912,885.08
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ 1,500.00	\$ 500.00	\$ 2,000.00	\$ 18,972.00	\$ 20,972.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ 16,000.00	\$ 16,000.00	\$ -	\$ 16,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ -	\$ -	\$ 1,500.00	\$ 1,013,930.00	\$ 1,015,430.00	\$ 960,713.08	\$ 1,976,143.08

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

Summary Year 3	All Schools						
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ -	\$ 46,000.00	\$ 46,000.00	\$ 326,221.00	\$ 372,221.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ 3,519.00	\$ 3,519.00	\$ 137,403.00	\$ 140,922.00
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 439,242.00	\$ 439,242.00	\$ 7,246.54	\$ 446,488.54
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ 750.00	\$ 250.00	\$ 1,000.00	\$ 9,486.00	\$ 10,486.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ 8,000.00	\$ 8,000.00	\$ -	\$ 8,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ -	\$ -	\$ 750.00	\$ 497,011.00	\$ 497,761.00	\$ 480,356.54	\$ 978,117.54

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

Summary Years 1-3	All Schools - 3 Year Summary						
Expenditure Codes	Division-Level Pre-Implementation Expenses (Grant Funded)	School-Level Pre-implementation Expenses (Grant Funded)	Division- Level Expenses (Grant Funded)	School-Level Expenses (Grant Funded)	Total Expenses (Grant Funded)	Other Expenses	Total With Other Expenses
1000 - Personnel	\$ -	\$ -	\$ -	\$ 204,400.00	\$ 204,400.00	\$ 1,631,105.00	\$ 1,835,505.00
2000- Personnel (Benefits)	\$ -	\$ -	\$ -	\$ 15,636.60	\$ -	\$ 687,015.00	\$ 702,651.60
3000- Purchased Services	\$ -	\$ -	\$ -	\$ 2,033,628.00	\$ -	\$ 36,232.70	\$ 2,069,860.70
4000 - Internal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000- Other Charges	\$ -	\$ -	\$ 3,750.00	\$ 1,250.00	\$ -	\$ 47,430.00	\$ 52,430.00
6000- Materials and Supplies	\$ -	\$ -	\$ -	\$ 30,000.00	\$ -	\$ 20,000.00	\$ 50,000.00
8000- Equipment Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ -	\$ -	\$ 3,750.00	\$ 2,284,914.60	\$ 204,400.00	\$ 2,421,782.70	\$ 4,710,447.30

## 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.

Tab 24: Assurances

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

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

Principal's Signature:	<input type="text"/>	Date	<input type="text"/>
Principals's Typed Name:	<input type="text" value="Mr. Giron Wooden"/>		
Superintendent's Signature:	<input type="text"/>	Date	<input type="text"/>
Superintendent's Typed Name:	<input type="text" value="Dr. Joseph Melvin"/>		

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>