

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

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



School Year 2015-2016

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



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SUBMISSION REQUIREMENTS

1. Submission Deadlines

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

2. Submission Process

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

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

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

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

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

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

COVER PAGE

LEA Contact for Priority Schools

Division: Norfolk Public Schools

Contact Name: Dr. Kipp Rogers **Phone:** 757-628-3989

Address: 800 E. City Hall Ave. **Email:** krogers@nps.k12.va.us
Norfolk, VA 23510

Priority School Information

School Name: Chesterfield Academy **Cohort:** V

Principal Name: Dr. Sandra H. Witcher **Phone:** 757-628-2544

Address: 2915 Westminster Ave. **Email:** switcher@nps.k12.va.us
Norfolk, VA 23504

NCES #: 510267001088

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

School Reform Model Selected for the School

Turnaround Transformation *Restart Closure

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

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

SECTION 1: REFLECTION & PLANNING

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

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

I. Future Goals

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

Goal 1: The overall school climate at Chesterfield Academy will continue to improve as measured by the annual NPS Teacher Survey. Four areas will be targeted during the 2015-2016 school year: (a) teachers' collective sense of efficacy will increase from a rating of 6.9 to 7.25 on a scale of 1-9; (b) teachers' trust in each other will increase from a rating of 3.7 to 3.88 on a scale of 1-6; (c) shared responsibility will increase from a rating of 3.7 to 4.3 on a scale of 1-6; and (d) professionalism will increase from a rating of 3.63 to 3.81 on a scale of 1-5. Using team-building strategies and shared decision-making processes, an increase of at least 5% is expected in each of the four categories.

Goal 2: Chesterfield Academy students will continue to demonstrate growth in reading achievement as measured by the summative SOL English Assessment. Through consistent and pervasive implementation of best practices, the percentage of **all** students making significant progress towards meeting the federal AMO target will increase from 51% in 2015 to 66% in 2016.

Goal 3: Chesterfield Academy students will continue to demonstrate growth in mathematics achievement as measured by the summative SOL Math Assessment. Through consistent and pervasive implementation of best practices, the percentage of **all** students making significant progress towards meeting the federal AMO target will increase from 47% in 2015 to 62% in 2016.

II. School Climate

- (1) How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year?
- (2) What were the most successful strategies used to change the school climate?
- (3) Describe any unsuccessful attempts or strategies used to change the school climate.
- (4) Describe anticipated barriers to further improving the school climate.

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1. The overall school climate is positive. According to teachers' responses on the division's annual climate survey, the categories of community engagement and morale were notably improved. The initial observations made by our external lead partners show that "the overall climate of the building is positive with a strong emphasis on relationships, especially evident between the adults and students. Students are warmly greeted by name by the principal and front office staff. There is a sense of family and closeness that comes from a commitment to putting people first." The school climate continues to be student-centered. Individual, classroom, and school growth in academics and citizenship is celebrated through hallway displays, the Cheetah Chat Morning News Show, and the quarterly Academy Awards ceremony. Nurturing the whole child is evident from the number of health and fitness-related activities offered at the school site, including a Fitness Center, an outdoor walking trail, a healthy snacks kiosk, Mobile Dentist services, and Health Care Academy sessions. Efforts to provide personalized wrap-around services for students and their families are evident through implementation of the Communities in School model. For internal observers, the most notable climate change is the willingness of the staff to make significant adjustments to their schedules or instructional delivery in response to student needs.

2. The most successful strategies for improving school climate include transparent communication, consistent implementation of the school-wide Positive Behavioral Interventions and Support (PBIS) model, and frequent recognition of students and staff for not only performance, but also effort. Examples of each include:
 - Weekly emails from the principal to all staff to communicate updates about division expectations, school progress, partnership activities, and upcoming events.
 - Use of the Class DoJo application by many teachers to encourage positive behavior and communicate results to both students and parents. PBIS goals, such as participation and teamwork, were reinforced by awarding points to individual students, cooperative learning groups, or the whole class. Parents reported that they loved receiving real-time or on-demand progress reports communicated via the instant messaging options.
 - Stakeholder representation on the PBIS Team at Chesterfield Academy ensured school-wide implementation. We are proud to have been rated at the Tier I implementation level as measured by the School-wide Evaluation Tool administered by Old Dominion University in March of 2016.
 - Reinforcing effort for bringing up grades remained a prominent feature of the quarterly Academy Awards. Students enjoyed walking the red carpet "dressed for success" and posing for family members who actively participated as paparazzi!

New strategies added in school year 2014-2015 were the Communities in Schools model, the start of a school Facebook page, and the scheduling of after-hours social activities for personnel. These are believed to have contributed to positive perceptions by teachers on the division's annual climate survey, where growth was noticeable in the areas of community engagement and morale. We are especially proud of the following recognitions received this year:

- (a) Our school was identified as a National Champion Fitness School and awarded a Live Well Fitness Center by the National Foundation for the Governors' Fitness Councils;
- (b) Our Teacher of the Year was ranked among the Top Ten of the All-City Teaching Team;
- (c) Our parent liaison was named the Most Outstanding Paraprofessional at the division's annual Inspiration Awards ceremony; and
- (d) Our Future Problem Solvers of Virginia team of 5th graders advanced to competition at the State Bowl.

3. Unsuccessful attempts to change the school climate centered on the area of “teachers’ collective sense of efficacy”. Out of 16 areas measured by the annual NPS Teacher Survey, the only decline noted was in the teachers’ collective sense of efficacy. Several strategies that had been put into place to support teachers’ success did not have the positive impact intended. One strategy was matching a member of the Shared Leadership Team (SLT) with a grade level team to serve as their primary point of contact. This was an attempt to distribute leadership by having the point of contact share expectations and resources from SLT meetings with teachers, while also gathering input and needs from teachers to take back to the SLT. Another strategy was for the principal to meet each month with new teachers for informal sharing of common “new teacher” challenges and possible solutions. Because their experiences and levels were different and they had opportunities to dialogue with the principal and colleagues in other venues, the new teachers did not feel the scheduled meetings were of much benefit. A third approach was offering a variety of professional growth opportunities, including division-level instructional specialists conducting classroom observations and providing feedback. Regular and evidence-based documentation of specific changes in adult practices as a result of training is an area for the principal and assistant principal to improve upon.
4. Anticipated barriers to further improving the school climate include staff turnover. A new assistant principal, eight new teachers, one new custodian, and a new site coordinator for Communities in Schools will be serving the children and families of Chesterfield Academy for the 2015-2016 school year. The principal plans to meet daily with the assistant principal and monitor the work of the custodian and the new site coordinator. The principal and the leadership team plan to monitor weekly the work of the new teachers in order to equip them with the strategies needed to provide strong instruction in the classroom. The belief, then, is that the approach of weekly support will serve to increase the number of staff members who remain at Chesterfield.

Acclimating new personnel and developing effective instructional teams take time. Additionally, the external lead turnaround partnership (LTP) required of Priority Schools just began in March of 2015. Full implementation of the Scope of Work by our contracted LTP, Innovative Educational Programs (IEP), is contingent upon state approval. Once that is completed, the school will begin a more intense focus on hands-on learning, technology infusion, and professional development designed to build the capacity of all teachers.

III. Process Steps/Atmosphere of Change

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

1. Outreach to obtain input from various stakeholders is done through emails, website postings, back-pack notices, U.S. mail, marquee messages, recorded phone messages and face-to-face conversations.

Students, parents, and all personnel are encouraged to complete the annual NPS climate surveys. Hard copies of surveys are available at the school and taken home by students and online versions can be completed at home or on computers available for parents to use at school. Parents are encouraged to participate in Family Nights each month. Sign-in sheets are maintained and concerns or suggestions are obtained from informal conversations between parents and personnel. School level and division level personnel review data during monthly faculty and Shared Governance Team meetings. Suggested next steps are included in meeting minutes. SLT members record input from teachers during quarterly planning and monthly vertical team meetings. Teachers document requests for professional development, resources, or scheduling adjustments in weekly grade level team meetings. Students and parents are able to share concerns or suggestions on a daily basis directly with the principal or other SLT members during arrival and dismissal times.

2. Decisions are communicated with all staff and/or stakeholders in a variety of ways. Weekly Updates are emailed to all personnel and external lead turnaround partners by the principal. This includes the guest login and password to access the School Improvement Plan housed in Indistar. Parents and other stakeholders receive mailed letters, personal or automated phone calls, and take-home notices in student backpacks. All students and personnel are able to view the Cheetah Chat Morning News Show. Any scheduled meeting is an opportunity to communicate decisions, answer questions, and solicit additional input. Information is regularly posted on the school's website.
3. Responsibilities are divided among the team members according to job description or specialization. The following lists each team member's role in monitoring progress toward goal attainment:

School-based Team Members

- Principal – Complete evaluation process with primary cluster teachers, resource teachers, interventionists, specialists, and the assistant principal. Monitor attendance data (teachers and students) and parent engagement data.
- Asst. Principal – Complete evaluation process with intermediate cluster teachers, special education teachers, and support personnel. Monitor discipline data for all students.
- Math Specialist – Conduct lesson plan reviews and informal classroom observations. Maintain documentation of support provided to teachers. Monitor student performance data from math assessments (SOL, STAR, Form A of monthly CFAs, and end of quarter 1 & 2 DBAs).
- Reading Specialist – Conduct lesson plan reviews and informal classroom observations. Maintain documentation of support provided to teachers. Monitor student performance data from reading assessments (SOL, PALS, STAR, Form A of monthly CFAs, DRAs, DSAs, Dolch Word Lists, Writing Prompts, and end of quarter 1 & 2 DBAs).
- Math Interventionists – Conduct informal observations of teachers' use of daily formative assessments. Conduct student interventions (modeling for teachers) and maintain documentation of frequency and duration. Monitor student performance on assessments and supplemental computer-aided instructional programs (Form B of monthly CFAs, iReady Math, Reflex Math)
- Reading Interventionist -- Conduct informal observations of teachers' use of daily formative assessments. Conduct student interventions (modeling for teachers) and maintain documentation of frequency and duration. Monitor student performance on assessments and supplemental computer-aided instructional programs (Form B of monthly CFAs, iReady Reading, Accelerated Reader, and Achieve3000).
- External Lead Turnaround Partners -- Monitor teacher's perceptions of Project CHILD training and fidelity of implementation. Monitor family engagement data.

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Division-level Team Members

- Executive Director – Complete evaluation process with principal. Monitor school climate reports and all student achievement data.
- Administrator(s) from the Office of School Improvement and Turnaround – Monitor instruction instructional delivery; monitor the work of the LTP; assist SLT with securing SIG funding and monitoring expenditures aligned to school improvement plan.
- Department coordinators and content specialists – Monitor staffing allocations and professional learning needs.

Each month the school’s Shared Leadership Team joins with division-level representatives to meet as a Shared Governance Team. Members share their respective data reports for the group to decide on next steps that should lead to goal attainment. See the following table for alignment of SGT agenda items to leading indicators.

Monthly SGT Agenda Item	Data Indicators to Monitor Progress
Academic Overview and Progress Monitoring Report	How many and what percentage of students participate in SOL assessments? How many and what percentage of all students meet or exceed federal Annual Measurable Objective (AMO) targets in reading and math?
Human Resources and Personnel Concerns	What is the attendance rate of teachers? How many and what percentage of teachers have overall performance ratings of exemplary, proficient, needs improvement or unsatisfactory?
Professional Learning Activities and Impact on Classroom Instruction	Are adults changing how they do things after professional learning activities? Are changes in how things are done improving student attendance rates, reducing the number of disciplinary office referrals and increasing student achievement in reading and math?
Parental Engagement Activities	How many parents volunteer at the school and how often? How many and what percentage of parents are attending school conferences and events? How many and what percentage of students are tardy, absent, or picked up early from school more than five times in the year? How many and what percentage of students have been suspended out of school?
Other Business/Updates	

4. New strategies or practices are monitored by formal observations, walkthrough observations, through established meeting structures previously described, and by data review. If a strategy or practice does not seem to be working, any member of the Shared Governance Team may be designated to provide additional support for a specified period of time. If the desired results are still not achieved, adjustments are made or the practice or program is discontinued.

IV. Instruction

- (1) How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)
- (2) How do teachers differentiate learning for students in whole group instruction?
- (3) How are formative assessments used in your school?
- (4) How does student achievement goal setting (Standard 7 of Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers) impact classroom instruction?

1. Students in need of additional support in reading and math are identified through review of multiple data points. Teachers review students' performance on summative assessments from the previous school year and compare them to results from universal screenings administered at the beginning of the current school year. Chesterfield Academy will follow the division's assessment calendar for universal screenings at the beginning of the year as follows:
STAR Reading and STAR Math for grades 2 – 5 (Sept. 9 – 11, 2015)
PALS for students in grade 1 who are new to VA public schools and students who received summer intervention (Sept. 14 – 18, 2015)
PALS for grades PK – K (Oct. 14 – 23, 2015)
iReady Reading and iReady Math for grades K – 5 in Title I schools (Oct. 5 – 16, 2015)

Teaching teams will group students into Tier 2 or Tier 3 intervention groups for additional reading and math support according to the Universal Screening Tier Rubrics document provided at the division level. Various assessments will be used for monthly progress monitoring and the universal screening instruments will be administered again at mid-year and at the end-of-year. After analyzing all student performance, students may continue to receive the same intervention, receive a revised or more intensive intervention, be regrouped for an intervention targeting a new objective, or have interventions discontinued. Chesterfield Academy will follow the division's calendar for progress monitoring as follows:

- DRA for grades K – 1 (Quarterly)
 - CFA for grades 4-5 in four core subjects and grades 2-3 in English and math only (Monthly)
 - CFA Form B optional for Tier 2 and Tier 3 students only (Monthly)
 - DBA for grades 4-5 in four core subjects and grades 2-3 in English and math only (Q 1 &2)
 - Writing assessment for grade 5 (Mar)
 - Mock SOL Tests for grades 3-5 in reading and math, plus gr. 5 science and social studies (Apr)
2. Teachers use student performance data on assessments, getting-to-know you activities, parental input and daily observations to learn students' academic strengths, topics of interest, and learning style preferences. Teachers use this information to plan differentiated content, process, and products for students. Whole-group lessons incorporate a blend of visual, auditory, and kinesthetic components to reach different preferences of students. Teachers provide leveled text to ensure student engagement at the child's instructional level instead of their frustration level. Students are afforded the opportunity to demonstrate their mastery of learning through different products. Most of the differentiation occurs during small-group guided practice with the teacher or independent practice at learning stations. Using leveled text and allowing students more choice in content and product are areas

requiring additional practice across all grade levels at Chesterfield.

3. Daily formative assessments or “quick checks” are used by teachers to gauge in real time which students have misunderstandings. They are designed to be informal, non-threatening, and ungraded and can be as simple as a non-verbal signal from students. Teachers use the information to immediately adjust the lesson for all students or to quickly form a small group of students who may need more explicit instruction or corrective feedback. Common formative assessments (CFA) are developed at the division level. The ten or fewer items are administered online. Results are used by grade level teams to gauge the pacing and overall effectiveness of core instruction (Tier 1) and to assign students to appropriate intervention groups (Tier 2 or Tier 3). After at least three weeks of intervention, Form B of the CFA is given to determine if individual students have mastered the targeted objective(s) or need more support.
4. Regular review of student performance data allows us to make explicit connections between the existing evidence of teaching and learning and the goals that need to be set for improvement.
Setting student achievement goals directly impacts classroom instruction by guiding teachers’ lesson planning, instructional delivery, and use of formative assessments. The goal-setting and review process also impacts how teachers differentiate content and instructional interventions for students. Administrators use the process to determine what professional development or additional resources are needed for individual teachers or grade levels to improve effectiveness of core instruction.

V. External Support

- (1) Describe how the involvement of community-based organizations is aligned to the school's improvement plan.
- (2) Which external partners (LTP), service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.
- (3) Describe (a) the ways parents and the community have been involved in the design and implementation of the interventions (LTP); (b) the input provided by parents and community members (needs identified by the stakeholders), and (c) how they will be informed of on-going progress?

1. Communities in Schools
Chesterfield is considered a developing site with respect to implementation of the Communities in Schools (CIS) national model. The purpose of the CIS site plan is to assist the school’s Shared Leadership Team with the coordination of services provided by community-based organizations that align with our school improvement goals. Approved individuals and groups are encouraged to adopt “signature projects” that help to increase all-day student attendance, improve the quantity and quality of family engagement, and ensure all students are performing at or above grade level in literacy and numeracy skills by the end of third grade. The table below briefly describes the invaluable work of our community partners.

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Provider	Service	Goal Alignment
Communities in Schools of Hampton Roads	Coordination of student and family support services by community partners and agencies	Community/parental engagement, climate and academic achievement in all areas
Life Enrichment Center & ARDX, Inc. Inc.	Upgraded furniture in primary computer lab One-to-one reading tutors for selected K-2 students Health Care Academy sessions for students during summer Donations of back-packs and school supplies	Academic achievement in reading
Compassion	Therapeutic Day Treatment for qualifying students	Climate and parental engagement
The New Y-CAPP	Therapeutic Day Treatment for qualifying students	Climate and parental engagement
Joy Ministries	Sing, Spell, Read, and Write summer session for PK-K students	Academic achievement in reading
YMCA	Before and after-school care on site	Parental engagement
Beth Shalom Temple	Donation of supplies, plants, and labor to build outdoor garden with Gr. 2 students and families Donations of new school uniforms and supplies	Academic achievement in reading & math through science
Capital Concrete	Santa visits	Community/Parental engagement
K & D Rounds	Installation of outdoor walking trail	Community/Parental engagement
Norfolk State University	Student teachers and volunteers	Academic achievement in reading and math
Old Dominion University	Student teachers and volunteers	Academic achievement in reading and math
AKA Sorority, Inc.	Environmental awareness Donations of backpacks and school supplies	Community/Parental engagement
Precious Patterson	Catering for the Community Partners' Recognition Luncheon Incentives for students' and teachers' growth and accomplishments	Climate and Community/Parental engagement
Anonymous Donor	Funding for field trip buses Decorations and refreshments for the quarterly Academy Awards ceremony	Climate and Community/Parental engagement
Eastern Star	Donations of backpacks and school supplies for students Sponsors of Angel Tree gifts	Climate and Community/Parental engagement
Southeastern Virginia FoodBank	Backpacks of weekend food for	Community/Parental

	selected students in need	engagement and Academic Achievement in all areas
Norfolk Education Foundation	“Seeds for Success” semi-annual, competitive mini-grants	Academic Achievement in all areas

2. External Lead Turnaround Partnership

Innovative Educational Programs (IEP) was selected by our stakeholder group as the external Lead Turnaround Partner (LTP). Project CHILD (Changing How Instruction for Learning is Delivered) is the teaching and learning model that attracted our stakeholders. The external LTP will serve Chesterfield Academy’s needs as detailed in their approved Scope of Work. Their primary service will be to work on-site in collaboration with the school’s SLT to provide embedded professional development and resources for teachers. IEP consultants will spend at least one class period in each classroom on a weekly basis to help support teachers’ implementation of research-based instructional strategies. A consultant will participate in data analysis and collaborative planning meetings with teachers each week. IEP will provide coverage so that teachers may benefit from peer observations. IEP will assist teachers and SLT members with the ongoing collection and analysis of progress monitoring data. Individualized feedback is provided by consultants to teachers on an ongoing basis, and Project CHILD implementation reports will be provided by the LTP during monthly SGT meetings. The LTP’s support is aligned with the school’s goals of improving overall climate and academic achievement in reading and math. Three full years of implementation is expected to (1) increase student and staff attendance rates; (2) improve the quantity and quality of family engagement; (3) reduce the number of office disciplinary referrals; (4) improve teachers’ collective sense of efficacy; and (5) ensure all students are performing at or above grade level in literacy and numeracy skills by the end of third grade.

3. Parent and Community Involvement

- (a) Parents and community members participated in strategic planning at the end of May 2014. The stakeholder team unanimously agreed on the new vision, mission, parameters, objectives, and strategies designed to guide Chesterfield’s work over the next five years. When the school was identified in September 2014 as a Priority school, the needs assessment and many initial action steps had already been identified to include in the School Improvement Plan.
- (b) Needs identified from parent and community input include:
 - establishing an active Parent Teacher Association
 - using social media to communicate with parents
 - assisting with transportation in order for some parents/guardians to participate in meetings or events held at the school
 - reducing the amount of homework and providing parents with clear directions and strategies to help with homework
 - requiring all teachers to use ClassDoJo – a phone application to communicate student behavior
 - making sure their children learn to read well and pass the SOL tests
 - establishing smaller class sizes
 - giving teachers help in the classroom (i.e. teacher assistants)
- (c) Parents will continue to be informed of Project CHILD implementation and overall school progress through letters, Open House, Blackboard Connect5 phone calls, website or Facebook postings, and monthly parent outreach meetings. Individual student progress data will be shared with parents every 4 ½ weeks. Teachers and support staff will facilitate meetings with parents of students in need of Tier 2 or Tier 3 interventions to solicit their input and to collaboratively plan for specific ways parents can help their child at home. The principal and assistant principal are available to meet informally with parents daily during morning and afternoon duty. The Communities in Schools Council, including

parent representatives, will meet monthly, to monitor progress of school-wide interventions.

VI. Staffing & Relationships

- (1) What process is used to assign teachers to positions, classes and grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?
- (2) What is the school's process for implementing the division's teacher evaluation system?
- (3) Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.
- (4) Describe how you identify teachers who need support and provide opportunities to improve professional practice.
- (5) How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?
- (6) How do you define the relationship between the Lead Turnaround Partner, state approved personnel, division point of contact, and the principal? How can it be improved? (Applies to continuation applications only.)

1. The principal assesses a variety of indicators and collaborates with the Shared Leadership Team before making teacher assignments. SLT members and teacher leaders participate in panel interviews of applicants at NPS Job Fairs. Data used in the selection and assignment process include: licensure; demonstrated effectiveness with particular age groups or subject matter; professional knowledge of research-based best practices; and the dynamics of teams within the school. Teacher preferences for placement are solicited annually, but final decisions are based on teachers' yearly academic data and the best interest of students' academic and social-emotional needs.
2. The school-level process for implementing the Teacher Performance Evaluation System (TPES) begins with providing teachers the guidance document from Human Resources. The principal conducts an annual overview of the process during the pre-service week with follow-up activities at monthly faculty meetings. Principal-led activities integrate alignment of VDOE academic review findings with the TPES standards. Cluster chairs and mentors support individual teachers with completion of their TPES goal-setting and documentation. Content area specialists at the school and division level conduct informal classroom observations to provide collegial feedback and support to teachers during weekly cluster meetings and quarterly planning meetings. Administrators conduct both informal and formal observations and are charged with providing evidence-based feedback. This year, both the principal and assistant principal will strategically schedule observations and coaching conferences.
3. School leaders, teachers and other staff who have increased student achievement are identified primarily by analyzing the annual SOL Assessment results, student attendance data, and student discipline data.
School-level recognitions are based on a broader array of hard and soft data to include monthly assessments, quarterly assessments, the annual SOL assessments, and stakeholder observations. At Chesterfield Academy, any staff member or parent may nominate individuals or teams for a "Stepping Up Award" that is sent out on email blast and coupled with a Jeans Day Pass. The Cheetah Chat Morning News Show highlights classroom scores or achievement milestones in areas such as Accelerated Reader points, Achieve 3000 usage, Reflex math-fact mastery, Dolch sight word mastery,

and mock SOL results. Photos and good news stories are posted to the school's website and Facebook page. Personnel annually nominate and vote for the school's Teacher of the Year and Inspiration Award packets are accessible for anyone to complete. The principal gives hand-written notes, which may be accompanied by a "Comp Time" card. Top performers are given opportunities to attend or present at regional, state or national conferences. The front yard marquee often features a message thanking or otherwise recognizing staff members.

Schools with the highest student attendance rates, double-digit gains in three or more content areas, and ratings of full accreditation are recognized at the division-wide convocation. Schools earning state-level awards are highlighted at School Board Recognition Ceremonies, on the division's website postings, and via other local media outlets. Other division recognition systems include the Teacher of the Year selections from each school for the All-City Teaching Team and the Inspiration Award winners for other personnel not in teaching positions. Portraits of award winners are displayed at the central administration building and posted on the division's website. The division's Channel 47 NPS Now segments also feature such good news.

4. Teachers who need support are identified by analyzing student academic progress data, monitoring teacher attendance patterns, tracking office disciplinary referrals, reviewing lesson plans, and observing classrooms. Personnel are encouraged to assess their needs and request individualized assistance at any time. Some needed supports are provided by peers during weekly collaborative meetings. Other times, a new teacher's mentor, a member of the Shared Leadership Team (SLT), the LTP, or a division-level content specialist may be requested to provide additional modeling or coaching. Professional learning opportunities are offered at the school and division level on multiple topics, via varied venues, and throughout the year. The principal and members of the SLT offer written and verbal, formal observation feedback and walkthrough feedback to teachers. Teachers are expected and encouraged to practice personal accountability for accessing and implementing professional learning.
5. The principal is evaluated by the assigned executive director twice annually following the Principal Performance Evaluation System (PPES). Performance feedback is received by the principal daily via student, parent, and staff dialogue; weekly via Shared Leadership Team meetings; monthly via Shared Governance Team meetings and coaching comments in Indistar; and annually via interim and summative evaluation conferences.
6. The external LTP has been communicating with the school principal each week since March 2015. State approved personnel and division contact(s) participated with the principal in AARPE trainings by VDOE and tandem instructional focus walks at the school. The division contact visits the school bi-weekly and enters coaching comments into Indistar monthly. All engage in a professional relationship and perform their respective duties with the shared goal of improving learning outcomes for the children of Chesterfield and ensuring the school exits priority status.

VII. Decision-Making & Autonomy

- (1) What is the decision-making process for school improvement efforts, overall strategic vision, and/or anything that impacts the improvement plan?

- (2) What policies or practices exist as barriers that may impede the school's success? Please note where the policies originate (i.e. state code or division policies/practices). What is the process to remove the barriers? List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)

1. The decision-making process for school improvement begins with federal and state mandates. Schools are given annual measurable objectives to meet for all students and subgroups of students within staffing, scheduling, assessment, and budget parameters. Based on school improvement research, the state specified objectives to include in the school improvement plan. At the division and school levels, additional input is sought from personnel, parents, and community members about what is needed to make necessary improvements. All of this information is used to set goals and plan action steps for the school. Progress toward completing tasks in the school improvement plan is monitored by school and division personnel during bi-weekly Shared Leadership Team meetings and monthly Shared Governance Team meetings. Tasks are closed, revised, or added as result of data review and discussions at these meetings. The plan, do, review cycle is repeated until the school is deemed successful.
2. The recruitment and retention of highly effective teachers at Chesterfield continues to be a challenge. This challenge stems from division policies. While the skill set and work load required to transform a priority school in a poverty-dense community is different than a non-priority school, there is still no funding to serve as incentives for attracting the most qualified staff to serve the least prepared children. Principals are repeatedly told by the division and state that this is a calling – a work of the heart by people who love children; yet, there continues to be an exodus out of the profession continues. The school is expected to be creative in finding ways to “incentivize” teachers.
For the 2015-2016 school year, the division is discussing granting more flexibility to principals of priority schools with respect to the tasks, meetings, staffing ratios, and job fair candidates. The division also plans to explore the possibility of providing monetary incentives to in the effort to recruit and retain staff in priority schools.

VIII. Phase-Out Planning

- (1) What services should be maintained after these federal funds and supports end?
- (2) How will the school and division prepare for the phase out of funds, supports, and services?
How will the district support the school as it prepares for the phase out?
- (3) What supports from the state would be the most helpful?

1. After the federal funding and supports end, the services that should be maintained for Chesterfield Academy include allocation of a full-time reading specialist and math specialist and provision of funding (i.e. local Safety Net funds, state SOL Remediation funds). Release of such funding to schools would continue to be contingent upon data-based, implementation plans from the school's Shared Leadership Team. Quality professional development provided by the division is a must.

2. The school and division are preparing for the phase out of funds, supports, and services by building the capacity of personnel to effectively meet the varied needs of all of our students. Personnel at both the division and school levels are receiving training and technical assistance from the VDOE in evidenced-based feedback and decision-making. Shared leadership must continue to be implemented at the school level. Training and support by the external lead turnaround partner will help teachers strengthen their individual and collective skills. Decision-making processes and effective instructional routines will be sustained through peer induction and mentoring. The division’s recruitment and hiring of new personnel is beginning to include a focus on applicants with competencies needed for teaching in an urban school with a high percentage of students from impoverished environments. The division will continue to provide school oversight during monthly Shared Governance Team meetings.

3. Supports from the Virginia Department of Education that would be most helpful for Chesterfield are strategies that address recruitment and retention of highly-qualified teachers in priority schools; VDOE sponsored technical assistance workshops, webinars, and internet resources for the express purpose of building teacher and leadership capacity; strategies that focus on more effective methods of infusing technology with instruction; and content-specific webinars and face-to-face technical assistance. The VDOE and division central offices are always available for schools to access research-based guidance, professional learning resources, and specific technical assistance.

SECTION 2: REQUIRED ELEMENTS, PART 1

The LEA is required to provide the following information for each school the LEA has identified to serve:

Note: Data for questions 1 and 2 below may be preliminary at the time of application.

- (1) Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools.

N/A - elementary school

- (2) Student achievement data for the past three years (current school year and previous two school years) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)

	2014-2015 (based on 2013-2014 data)						2013-2014 (based on 2012-2013 data)						2012-2013 (based on 2011-2012 data)					
	ENGLISH			MATH			ENGLISH			MATH			ENGLISH			MATH		
	Targe	Actua	AMO	Targe	Actua	AMO	Targe	Actua	AMO	Targe	Actua	AMO	Targe	Actua	AMO	Targe	Actua	AMO
All Students	69	46	No	66	44	No	66	56	No	64	53	No	85	84	R10	61	61	Yes

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Gap Group 1	59	41	No	57	39	No	52	52	Yes	52	50	No- MP	76	82	Yes	47	57	Yes
Gap Group 2	57	48	No	56	45	No	49	56	Yes	51	54	No- MP	76	84	Yes	45	61	Yes
Gap Group 3	60	33	TS	60	0	TS	53	50	TS	56	50	TS	80	100	TS	52	50	TS
Economically Disadvantaged	59	42	No	57	39	No	52	52	Yes	52	50	No- MP	76	83	Yes	47	57	Yes
Students with Disabilities	42	11	TS	49	16	TS	30	17	TS	41	22	TS	40	59	TS	33	13	TS
White	75	0	TS	70	0	TS	74	0	TS	69	0	TS	67	90	TS	68	67	TS
Asian																		

- (3) Total number of minutes in the 2014-2015 school year that *all students* were required to attend, broken down by daily, before-school, after-school, Saturday school and summer school; and any additional increased learning time planned for 2015-2016. **This information will be shared with USED.*

Total number of minutes in 2014-2015 that *all* students were required to attend:

Daily = 355 minutes x 107 days + 365 minutes x 68 days

Before-school = 0 minutes

After-school = 0 minutes

Saturday school = 0 minutes

Summer school = 0 minutes

Total = 62,805 minutes

In 2015-2016 school year, Chesterfield Academy will provide an additional 4,200 minutes of increased learning time for *all* students by opening the school 30 minutes before breakfast to provide additional reading and math instruction.

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

Total Enrollment:	501
Male:	251
Female:	250
Asian:	1
Black:	476
Hispanic:	6
White:	8
Students with Disabilities:	33
English Language Learners:	0
Economically Disadvantaged:	441
Migrant:	0
Homeless:	4

- (5) Analysis of student achievement data with identified areas that need improvement based on previous three school years. Include preliminary data for 2015-16 if this is a continuation

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application. Identified areas needing improvement should align with goal setting and action steps throughout the application.

Example:

Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70).

	2014-2015 (based on 2013-2014 data)						2013-2014 (based on 2012-2013 data)						2012-2013 (based on 2011-2012 data)					
	ENGLISH			MATH			ENGLISH			MATH			ENGLISH			MATH		
	Target	Actual	AMO	Target	Actual	AMO	Target	Actual	AMO	Target	Actual	AMO	Target	Actual	AMO	Target	Actual	AMO
All Students	69	46	No	66	44	No	66	56	No	64	53	No	85	84	R10	61	61	Yes
Gap Group 1	59	41	No	57	39	No	52	52	Yes	52	50	No- MP	76	82	Yes	47	57	Yes
Gap Group 2	57	48	No	56	45	No	49	56	Yes	51	54	No- MP	76	84	Yes	45	61	Yes
Gap Group 3	60	33	TS	60	0	TS	53	50	TS	56	50	TS	80	100	TS	52	50	TS
Economically Disadvantaged	59	42	No	57	39	No	52	52	Yes	52	50	No- MP	76	83	Yes	47	57	Yes
Students with Disabilities	42	11	TS	49	16	TS	30	17	TS	41	22	TS	40	59	TS	33	13	TS
White	75	0	TS	70	0	TS	74	0	TS	69	0	TS	67	90	TS	68	67	TS
Asian																		

Reading SOL pass rates from assessments declined markedly between 2012 and 2014 in grades 3 (76, 47, 29) and 4 (83, 59, 28). Reading scores in grade 5 declined between 2012 and 2013, but showed a sharp increase in 2014 (84, 59, 68). Math scores remained lower than reading scores for all grades across all three years. Declines were noted between 2012 and 2014 in grade 3 (56, 47, 28) and grade 4 (62, 54, 36). Math scores in grade 5 declined between 2012 and 2013, but showed a slight increase in 2014 (78, 57, 59). Boys and girls performed about the same. Preliminary data for 2015-2016 indicate that overall increases in math (increase of 9 percentage points) and reading (increase of 10 percentage points) are not enough to meet AMOs.

- (6) Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess. Description should provide insight into the capacity and functionality of the facility to serve students.

The facility adequately meets the academic needs of the student population.
(1) Chesterfield Academy was constructed in 1953 and renovated in 1971. (2) There are 28 classrooms, two of which house the school's fitness center (est. Oct. 2014). Ten mobile units, six are classrooms inclusive of music and gifted resource-others are used by interventionists, the counselor, parent liaison, speech therapist, school psychologist, school social worker, and In-School Alternative monitor. One mobile unit is still slated for

removal or demolition. (3) The media center houses over 12,000 books, about 26 books per student. There are two large screen television monitors with internet capability, two desktop computers, two laptop computers and a fax machine. The facility accommodates 48 students and/or adults comfortably. (4) The cafeteria/gymnasium is a multi-purpose room with tiled floors and an open ceiling that also serves as the auditorium. There is a vinyl divider curtain that visually separates the cafeteria from the gym. The cafeteria seats 432 where approximately 850 meals (breakfast and lunch) are served daily. The auditorium (gym side) is approved to accommodate 300 during school activities. (5) The gymnasium serves as a classroom for K-5 physical education classes. There are two moveable basketball goals. Numerous physical education materials and supplies are stored on the stage and in wooden, rolling crates that were built by a donor. The Live Positively Fitness Center (grant award by the National Foundation for Governors' Fitness Councils) has over \$100,000.00 worth of TuffStuff cardio-vascular and weight-training equipment (installed Oct. 2014) for use by students, staff, and community members. Two playgrounds contain new equipment (installed Aug. 2014) used by K- 2 and 3-5 grade classes during recess. The upper grade playground also includes an outdoor basketball court. These areas are not fenced in and have a sidewalk/field used by neighborhood residents walking to the nearby light rail station. The Pre-K (4-yr-old) students have a gently used, fenced playground accessible from their classroom exterior doors and adjacent to the K-2 playground.

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

Desktops (172)

- Two technology labs (24 desktops per lab)
- Remaining desktops are distributed throughout classrooms

Laptops (363)

- 14 Laptop carts (24 laptops per cart) – 4 deployed to classrooms and 3 maintained in technology lab for testing and check-out by instructional staff
- Each teacher has a classroom laptop (27)

SmartBoards

- 20 classrooms have a SmartBoard (exception = Rm. 121)
- SmartBoard software version 9 is the latest we have on the server

iPads (159 total)

- Grade levels prek-4 thru 2nd have an iPad cart (20 iPads per cart) which are divided equally among the teachers.
- Of the two additional carts, one is currently being used by 5th grade.
- Every teacher and member of the support staff has an iPad.

Cameras (9)

- 8 digital cameras available for teacher use
- 1 canon for media use

Televisions (40)

Document Cameras/Projectors (14)

Laminator (1)

Poster Maker (1)

(8) A. Use the charts below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years of experience by grade or subject for the 2015-2016 school year. This should be an unduplicated count for each set.

SET 1:

Category	Number of Teachers	Percentage of All Teachers
Highly Qualified Teachers:	39	100 %
Teachers Not Highly Qualified:	0	0%

SET 2:

Category	Number of Teachers	Percentage of All Teachers
Teachers with Less Than 3 Years in Grade/Subject:	12	31%
Number of Teachers with a Provisional License:	0	0%

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

Grade 5 (1) Grade 4 (0) Grade 3 (1) Grade 2 (2) Grade 1 (3) Grade KG (2) Grade PK4 (0) Grade PK3 (0) Resource (2) Special Educ. (1)
--

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

#	
Years	Instructional Staff
0	11
1	6
2	6
3	2
4	1
5	4
6	1

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

#	
Years	Instructional Staff
14	2
15	1
16	
17	
18	
19	
20	
35	1

(9) **B.** Indicate the total number of teaching days teachers worked divided by the number of *teaching* days for school year 2014-2015.

Total # of Teaching Days	Total # of Days Worked	Teacher Attendance Rate
180 x 39 teachers = 7,020	171 x 39 teachers = 6,669	95%

SECTION 2: REQUIRED ELEMENTS, PART 2

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

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

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

1. The LEA determined that all external providers are approved by the VDOE prior to being selected to support our schools.
 - (a) During the beginning of the 2014-2015 school year, the LEA reiterated the need to secure an LTP for Chesterfield Academy based on the ability to serve its students, the ability to coach the faculty on improved instructional strategies, the ability to critically analyze data and offer coaching and improvement strategies to the leadership team, the amount of professional development opportunities offered to the faculty and staff, and the amount of family and community involvement expected to be garnered to improve instructional outcomes.
 - (b) After the LTPs' webinars, the building-level administrators, the instructional leadership team, and the division contact interviewed three Lead Turnaround Partners before making a final determination.
 - (c) The faculty and staff and Chesterfield's families were informed of the options and were given an opportunity to provide input. Once building-level administrators made a decision, selection was forwarded to executive director of elementary schools. Throughout the school year, parents and other community stakeholders will receive updates on our selection of a LTP and program/progress updates.

Lead Turnaround Partners maintain ongoing communications with division and school-level staff. Additionally, they provide monthly updates/status reports during SGT and Leadership team meetings. Also, they participate in data team meetings and attend All VDOE technical assistance sessions to ensure their alignment with All school improvement efforts.

- (2) Provide an explanation of the division's capacity to serve its Priority schools including a description of the LEA plans to (a) adequately research, design and resource the interventions; (b) engage stakeholders, with significant emphasis on parental engagement, for input into the selection of a reform model and the design of interventions with consideration of the needs identified by the community, and to keep stakeholders informed on progress towards attaining school goals; and (c) monitor the implementation of the intervention towards attaining the established goals (leading and lagging indicators) and to provide technical assistance to the school as needed.

An LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program or REAP) may propose to modify one element of the turnaround or transformation model, and, if so doing, must described how it will meet the intent and purpose of that element. **Only LEAs eligible for REAP and proposing to modify one element of the turnaround or transformation model should respond to this flexibility component.**

- (a) Our division has the capacity to support Chesterfield Academy. In addition to the monitoring of an executive director, Norfolk Public Schools has established an Office of School Turnaround and Improvement (OSTI) to provide concentrated and coherent resources and expertise. A turnaround office provides staff with turnaround expertise to focus their work on a set of schools included in a "zone" because they are engaged in intentional and substantial interventions to reverse low achievement. OSTI personnel work collaboratively with the school's shared leadership team and external lead partner to ensure the school improvement plan is implemented and monitored. The OSTI services provided are specialized and differentiated according to each school's unique needs as

specified in their school improvement plan.

Capacity-building is occurring through training and technical assistance by VDOE in partnership with leaders from both the division and school levels. Full implementation of technical assistance strategies should result in OSTI personnel and principals serving as proactive, internal partners who ensure schools are meeting or exceeding all state and federal accountability criteria. A key component of growing sustainable improvements in schools is the monthly Shared Governance Team meetings which include the school team, the OSTI team, the school's external lead partner, and the assigned VDOE contractor as applicable.

- (b) To engage stakeholders, Norfolk Public Schools plans to institute parental advisory committees at each priority school. This committee will be established for the express purpose of encouraging increased parental involvement and providing families and the community a forum whereby they can give input into the transformation process. Additionally, families and the community are and will continue to be an integral part of the design of intervention strategies and will remain abreast of the progress the school is making in attaining its goals.
- (c) Norfolk Public Schools' executive directors and staff members of the Office of School Turnaround and Improvement (OSTI) regularly monitor the implementation of the interventions by making periodic school visits. The school visits involve conferences with the school administration, classroom observations, monthly Shared Governance Team (SGT) meetings, periodic Focus Walks. In addition, the executive directors and the OSTI staff members review of the school's Indistar submissions and supply coaching comments to guide the school's leadership team. Technical assistance is offered via one-on-one leadership coaching, professional development offered to the faculty and staff, professional development offered to a cluster of schools, and/or small group technical assistance provided to a group of teachers.

- (3) Describe the process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively. Provide a timeline for implementation of the *required components* of the selected reform model, including the Lead Turnaround Partner. Delineate the responsibilities and expectations to be carried out by the external partner and the LEA. Provide a description of the process the LEA will use to monitor, regularly review, and hold accountable any external partners.

*An LEA selecting the *Restart* model must indicate how it will hold accountable the charter school operator, CMO, EMO or other external provider for meeting the model requirements.

To ensure that the selected transformation model is implemented effectively, division and school-level administrators will maintain on-going communication with status updates on all school improvement efforts. Division and school-level staff participate in monthly Shared Governance Team (SGT) meetings to review various data sets, conduct classroom observations, align resources as needed, and receive support updates from the Lead Turnaround Partner. Also, on a monthly basis, our division leadership team meets (with our VDOE liaison) to discuss all school improvement efforts, monitor Indistar plans, and identify schools in need of additional support.

A timeline for implementation of the transformation components follow:

- The current principal was placed at Chesterfield at the beginning of the 2013-2014 school year for the

purpose of transforming the school. NPS ensures that the current principal has not been in place longer than three years. If this is the case, upon notification that the school has become a priority school, the principal is notified that he or she may be reassigned to another position. To fill the subsequent vacancy, the position is posted, a pool is identified, interviews are conducted, and a new principal is assigned. If the current principal has been in place for less than three years, upon notification that the school has been identified as priority, training is provided by VDOE OSI related to the priority status. NPS supports the development of implementation of the school improvement plan by assigning an OSTI school administrator to the school. Additional leadership development for the turnaround effort is outlined in the Lead Turnaround Partner's statement of work.

- September – The Lead Turnaround Partner conducts a “needs assessment” to determine areas of focus and to develop a scope of work. The principal, the LTP, and division leaders meet to collaboratively establish goals that would lead toward rapid improvement. September begins the big push toward designing lesson plans that intentionally address the key components of the curriculum such that Tier I instruction is highly effective.

October through November – School improvement plans are created and uploaded to Indistar, and progress monitoring ensues. The school's leadership team begins weekly meetings to address the transformation initiatives. Data from monthly formative assessments, data from quarterly benchmark assessments, attendance data, and discipline data are promptly analyzed. Shared Governance Team meetings begin with a focus on the school's goals. Progress toward established intermediary goals is a key part of the discussions. Where there are shortfalls, district support is immediately provided. Form B assessments become a key part of the teaching and learning process. In addition, monitoring of intervention groups is a critical part of determining whether students are grasping the concepts that they previously missed.

December through January – School leaders, division leaders, and the LTP continue to monitor progress. All school data continue to be monitored with a focus on Tier I, II, and III instruction. The STAR assessment is once again administered to determine growth.

February through June – School leaders, division leaders, and the LTP continue to monitor instruction, analyze data, implement varied research-based strategies, and monitor the response to intervention.

The increased learning time requirement at Chesterfield Academy for the 2015-2016 school year will begin in October and will continue through the end of the school year. An additional 4,200 minutes of increased learning time for *all* students will be provided by opening the school 30 minutes before breakfast for additional reading and math instruction.

- A rigorous educator evaluation system has been implemented. Probationary teachers are notified of the number of formal evaluations that will be conducted. In between these formal evaluations, focus walks and informal observations are conducted. If concerns about performance arise, the building principal also has the option to confer with the professional review board for advice and professional development that will help increase their knowledge on how to collect documentation to support any concerns regarding teaching staff.
- NPS makes every effort to ensure that staff members who are placed in priority schools are highly qualified and possess the skills necessary to meet the needs of the students in the school. If staff members are deemed ineffective, they are provided support through professional development from building administrators, OSTI staff, LTP and other key-division personnel. Although the district has not implemented monetary incentives, non-monetary incentives have been used such as offering various opportunities for advancement to include interventionist and specialist positions. Monetary incentives are provided to principals working in priority schools.
- The responsibilities of the LTP and LEA follow: (LTP) work with the school staff to provide overall

improvement in the climate and culture of the school; provide professional development to the faculty and staff members and to the students and their families to support students in their academic pursuits; provide status updates to the school and to the district; monitor instruction on a weekly basis; meet with grade-level teams; maintain parent communication and work to increase parental participation. (LEA) work with the school’s faculty and staff to improve the teaching and learning process; provide professional development as needed or as requested; provide resources to the school that will enhance the teaching and learning process; monitor instruction on monthly basis; monitor the work of the LTP; work with the school to increase parent and community involvement; provide status updates to the superintendent and to the school board.

- The staff of the Office of School Turnaround and Improvement will make weekly visits to the school and thus monitor the work of the LTP. Weekly meetings with the executive director of school improvement provide a forum whereby the LEA would be able to regularly review the work of the LTP. The monthly status updates is another method that will be used to monitor the work of the LTP. The information flows upstream to the chief academic officer, then to the superintendent, and then to the school board.

(4) *For an LEA proposing to use SIG funds to implement, in partnership with a whole school reform model developer, an **Evidence-based Whole-school Reform** model for the school, provide a description of (a) the evidence supporting the model including a sample population or setting similar to that of the school to be served; and (b) the partnership with a whole school reform model developer which meets the definition of “whole school reform model developer” in the SIG requirements.

Only LEAs proposing to use SIG funds to implement an *Evidence-based Whole-school Reform* model should respond to this prompt.

N/A

SECTION 3: EXPLANATION OF LACK OF CAPACITY TO IMPLEMENT

➤ **If the LEA lacks the capacity to serve all of its Priority schools (Tier 1), provide the information requested below.**

Note: If you completed Section 3, Part II (above), *do not* complete this section.

<p>1. Describe the steps the LEA has taken to secure the continued support of the local school board for the reform model chosen.</p>	<p>N/A</p>
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2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.	N/A
3. Describe the process of the LEA for consideration of the use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff).	N/A
4. Describe the steps the LEA has taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model.	N/A

SECTION 4: BUDGET NARRATIVE, BUDGET DETAIL & BUDGET SUMMARY

LEA Budget Application - Attachment A (Excel)

The LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve. **Utilize the attached budget file** to develop a budget for each Priority school the LEA commits to serve, detailing the line item expenditures designed to support the implementation of the reform model selected for Year 1, October 1, 2015 through September 30, 2016.

The detailed budget summary the LEA submits as part of the grant application will provide evidence of how other funding sources such as Title I, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; and state and/or local resources will be used to support school improvement activities.

Detailed instructions for developing the LEA and each Priority school budget are included in Attachment A.

SECTION 5: ASSURANCES & CERTIFICATIONS

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

The LEA assures it will –

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements.
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
- (3) Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- (4) Ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (5) Maintain appropriate levels of funding for the schools it commits to serve to ensure the school(s) receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (6) Use its funds to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements, to include all requirements of the USED turnaround principles:
 1. Providing strong leadership by: (a) reviewing the performance of the current principal; (b) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround initiative effort; and (c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
 2. Ensuring that teachers are effective and able to improve instruction by: (a) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround initiative effort; (b) preventing ineffective teachers from transferring to these schools; and (c) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
 3. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
 4. Strengthening the school's instructional program based on student needs and ensuring that the

instructional program is research-based, rigorous, and aligned with State academic content standards;

5. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data;
6. Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
7. Providing ongoing mechanisms for family and community engagement.

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

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

- Student transfer data
 - Student intervention participation by intervention type; and
 - Other indicators, if needed.
- (11) Use an adaptive reading assessment program approved by Virginia Department of Education to determine student growth at least quarterly for any student who has failed the SOL reading assessment in the previous year, a student with a disability, or an English language learner.
- (12) Uses the *Algebra Readiness Diagnostic Test* (ARDT) for all schools with grade 6 or higher for all students who have failed the SOL mathematics assessment in the previous year, a student with a disability, or an English language learner (fall, mid-year, and spring at minimum).
- (13) Ensure the principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative.
- (14) Continue implementation of a division-level team with representatives for Instruction, Title I, Special Education, and English Language Learners (if applicable). The division team will: (a) review each school's improvement plan; (b) ensure documentation of division support is evidenced in the school's plan; (c) meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report; and (d) assist in updating the school's plan to evidence the division's support of actions developed from analysis of data.
- (15) Attend OSI technical assistance sessions provided for school principals, division staff, and LTPs.
- (16) Collaborate with state approved personnel to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform.
- (17) Provide an annual structured report to a panel of VDOE staff detailing the current action plan, current leading and lagging indicators and modifications to be made to ensure the reform is successful.
- (18) Report to the state the school-level data required under the final requirements of this grant, including USED required teacher and principal evaluation data (SIG/TPEC Report).
- (19) Ensure the school principal is integrally involved in the application process.
- (20) Additional Assurances specific to Districts with School Turnaround Offices:
- i. Report quarterly to the local school board on each Priority school's progress as documented in the Priority School Quarterly Data Analysis Report.
 - ii. Set annual measurable goals for the Office of School Turnaround. Goals should be submitted to the Office of School Improvement by August 30 each year.

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Assurance: The local educational agency (LEA) assures that School Improvement Grant 1003(a) and/or 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under Virginia’s *ESEA Flexibility Waiver* and unwaived requirements under *No Child Left Behind Act of 2001* (NCLB).

Certification: *I hereby certify that, to the best of my knowledge, the information contained in the application and in the state determined comprehensive planning tool is correct. I agree to adhere to the requirements of the USED Flexibility Waiver.*

School Division (LEA): Norfolk Public Schools

Priority School: Chesterfield Academy

Principal’s Typed Name: Dr. Sandra H. Witcher

Principal’s Signature: _____

Date: _____

Superintendent’s Typed Name: Dr. Michael E. Thornton

Superintendent’s Signature: _____

Date: _____

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

Resources

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

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LEA Application for School Improvement Grant Funds

BUDGET SUMMARY FOR: Chesterfield Academy

(School Name)

Object Code	Expenditure Accounts	School Year 2015-2016	School Year 2016-2017	School Year 2017-2018	Three-Year Grant Subtotal
1000	Personal Services	\$ 31,793.26	\$ -	\$ -	\$ 31,793.26
2000	Employee Benefits	\$ 10,139.63	\$ -	\$ -	\$ 10,139.63
3000	Purchased Services	\$ 369,192.00	\$ -	\$ -	\$ 369,192.00
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ 9,155.05	\$ -	\$ -	\$ 9,155.05
6000	Supplies & Materials	\$ -	\$ -	\$ -	\$ -
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 420,279.94	\$ -	\$ -	\$ 420,279.94

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Chesterfield Academy

(School Name)

Budget Detail: Personal Services (1000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Partial funding for the Office of School Turnaround and Improvement (OSTI)	Partial funding of a OSTI staff member is being requested to help facilitate the reform efforts and serve as a liaison between the school and VDOE. 82% of the annual salary of the OSTI staff member will be split funded between 3 priority schools (Campostella Elementary School, Chesterfield Elementary School and Lake Taylor Middle School). The employee will dedicate 1/3 of their 82% of their time and effort to each of the schools. This OSTI member will assist in the development and implementation of interventions, provide on-going feedback through observations and focus walks, and assist in reviewing the instructional program particularly in the areas of mathematics and reading. By attending and participating in school data meetings, this staff member can provide key input into the continuous improvement efforts.	\$ 31,793.26			\$ 31,793.26
					\$ -
					\$ -
					\$ -
					\$ -

Total Compensation	\$	31,793.26	\$	-	\$	-	\$	31,793.26
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Personal Services
supported from other
funding sources:

Ex. K-5 Reading Specialist @ \$65K/yr (Title I)
Insert response here: Title I (Federal Funds) \$127,353. Title I supports 3 Interventionist, 1 Parent Liaison, 2 Teacher Assistants, 2 Pre-K 3 Teacher, and 2 Pre-K 3 Teacher Assistant.

Budget Detail: Employee Benefits (2000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Fringes for OSTI staff member	To cover the cost of fringes and benefits (FICA, VRS RET, Health Insurance, VRS Group Insurance) for a OSTI staff member. 82% of the annual benefit elections of the OSTI staff member will be split funded between 3 priority schools (Campostella Elementary School, Chesterfield Elementary School and Lake Taylor Middle School). Based on currently benefit elections \$30,418.90 (82% of the annual benefits of the employee) / 3(number of priority schools) = \$10,139.63 (annual amount allocated to each of the priority schools).	\$ 10,139.63			\$ 10,139.63
					\$ -
					\$ -
					\$ -
					\$ -
Total Employee Benefits		\$ 10,139.63	\$ -	\$ -	\$ 10,139.63
Employee Benefits supported from other funding sources:	Insert response here: Title I (Federal Funds) \$138,043. Benefit elections for those contract Title I positions. Social Security / Medicare, VRS Retirement, Health Insurance, VRS Group, VRS HealthCare Credit				

Budget Detail: Purchased Services (3000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Lead Turnaround Partner	The LTP (Innovative Educational Programs) will work 40hrs per week. The number of students enrolled is 501. The base unit price for the LTP is \$692.00 The number of months included in the scope of work is 12.	\$ 346,692.00			\$ 346,692.00
OSI Approved Personnel	Tasks for the OSI approved personnel (VDOE contractor) include the following : orientation, report completion and data review, and continuous monitoring of the alignment of the division, LTP (AIR), and the school. OSI approved personnel will work at a rate of \$61.13/hr for approximately 30 hours per month for 12 months, plus travel.	\$ 22,500.00			\$ 22,500.00
					\$ -
					\$ -
					\$ -
Total Purchased Services		\$ 369,192.00	\$ -	\$ -	\$ 369,192.00
<u>Purchased Services</u> supported from other funding sources:	Insert response here: Title I (Federal Funds) \$137,755. Title I funds allocated to support equipment installation, and in-house field trips for students.				

Budget Detail: Internal Services (4000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
Total Internal Services		\$ -	\$ -	\$ -	\$ -
<u>Internal Services</u> supported from other funding sources:	Insert response here: Title I funds used to support student transportation to and from field trips. \$1,028.				

Budget Detail: Other Charges (5000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Indirect Costs	INDIRECT COST: \$31,793.26 (OC 1000) + \$10,139.63 (OC 2000) + \$369,192 (OC 3000) + \$5,000 (OC 5000) = \$416,124.99 \$416,124.99 (TOTAL EXPENSES) - \$346,692 (LTP) = \$69,432.99 X IDC rate of 4.4% = \$3,055.05+ IDC on the first \$25K of the LTP = \$1,100.00 = Total IDC of \$4,155.05	\$ 4,155.05			\$ 4,155.05
OSI Staff Required Travel (Mileage)	VDOE & School Improvement related travel expenses for OSTI Staff and key building and division level leaders. This travel request will include mandatory technical assistance trainings, meetings and presentations. Attendance and participation in these trainings and meetings will provide additional support to ensure that the school improvement model is being implemented with fidelity, particularly in the areas of reading and mathematics. We estimate Norfolk Public School will travel 206.36 miles round trip per visit to attend OSI required trainings, technical assistance, and presentations at a mileage rate of .575. We estimate that Norfolk Public Schools OSTI Staff will attend 5 meetings, School Principal will attend 5 meeting, School Assistant Principal will attend 2 meetings, and potentially the School Leadership(4 Core Content Department Chairs) will attend 2 meetings. 206.36 (estimated number of miles round trip) X .575 (approved mileage rate) = \$118.65 allowable amount per trip. \$118.65 (allowable amount per trip) X 18 (total number of trips) = \$2,135.70.	\$ 2,135.70			\$ 2,135.70
Professional Development for Priority Schools	Approximately \$1,432.15, will be used for registration, travel, meals, and lodging for 1 OSTI Staff Member, and School Principal to attend ASCD. Approximately \$1,432.15, will be used for registration, travel, meals, and lodging for 1 OSTI Staff Member, and School Principal to attend Model School Conference.	\$ 2,864.30			\$ 2,864.30
					\$ -

					\$ -
Total Other Charges		\$ 9,155.05	\$ -	\$ -	\$ 9,155.05
Other Charges supported from other funding sources:	Insert response here: Title I (Federal Funds) \$1,559. Title I funds are used for travel related expenses such as meals, lodging, transportation, and registration for professional development opportunities.				

Budget Detail: Materials & Supplies (6000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Supplies		\$ -	\$ -	\$ -	\$ -
Materials/Supplies supported from other funding sources:	Insert response here: Title I (Federal Funds) \$248,441. Title I funds are used for general office supplies, instructional supplies, technology, and technology software.				

Budget Detail: Capital Outlay (8000)

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

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

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



School Year 2015-2016

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



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SUBMISSION REQUIREMENTS

1. Submission Deadlines

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

2. Submission Process

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

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

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

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

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

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

COVER PAGE

LEA Contact for Priority Schools

Division: Norfolk Public Schools

Contact Name: Dr. Kipp Rogers **Phone:** 757-628-3834

Address: 800 E. City Hall Ave **Email:** krogers@nps.k12.va.us
Norfolk, VA 23510

Priority School Information

School Name: James Monroe Elementary School **Cohort:** IV

Principal Name: Mrs. Celeste M. Jones **Phone:** 757-628-3500

Address: 520 W. 29th Street **Email:** cjones@nps.k12.va.us
Norfolk, VA 23508

NCES #: 510267002211

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

School Reform Model Selected for the School

Turnaround Transformation *Restart Closure

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

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

SECTION 1: REFLECTION & PLANNING

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

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

I. Future Goals

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

- 1) Goal 1- James Monroe Elementary School will increase reading performance by a minimum of 24 percentage points. This will be an increase from 51% to 75% (or higher), as evidenced by a gain in the percentage of students meeting the Annual Measurable Objectives (AMO) for all students on the reading SOL for the assessment year 2015-2016.
- 2) Goal 2- James Monroe Elementary School will increase math performance by a minimum of 10 percentage points. This will be an increase from 60% to 70% (or higher), as evidenced by a gain in the percentage of students meeting the Annual Measurable Objectives (AMO) for all students on the math SOL for the assessment year 2015-2016.
- 3) Goal 3- James Monroe Elementary will continue with the Tier II implementation of Positive Behavior Intervention Supports (PBIS) to decrease the number of suspensions by at least 20% from 87 to 70.

II. School Climate

- (1) How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year?
- (2) What were the most successful strategies used to change the school climate?
- (3) Describe any unsuccessful attempts or strategies used to change the school climate.
- (4) Describe anticipated barriers to further improving the school climate.

- (1) The climate of the school has changed in the year since the new principal came in 2013. Last year began with a poor visitor check-in system, few staff on duty, parents walking down the hall without checking in, and parents entering the building through multiple doorways. Now, when you enter James Monroe Elementary School, you immediately notice how clean and bright the building is. There is an inviting seating area for visitors and a welcome table outside the front office to greet parents for special events. Duty teachers and the parent liaison are in the hallways to greet and monitor during both school opening and closing. All parents and visitors enter through the front door and report immediately to the office to sign in.
- (2) The most successful strategies used to change the school climate include a new computerized sign-in system for visitors, de-cluttering of hallways, new and welcoming furniture for visitors, as well as, an increase in the number of staff assigned for monitoring and greeting duty. Additionally, on-going attention has been given to building maintenance.
- (3) The Positive Behavior Interventions and Supports (PBIS) matrix and strategies used to change the school climate were unsuccessful in decreasing the number of out of school suspensions. Teacher compliance with PBIS is inconsistent across grade levels. The concern with noisy student lines in the hallway continues despite efforts to have teachers' better monitor hallway behavior. The school's PBIS matrix includes guidelines for hallway behavior, but, although some improvement has been noted, the rules are not consistently followed by many teachers.
- (4) Anticipated barriers to further improving the school climate is teacher buy-in and implementation with fidelity. Another challenge is the number of probationary (three or fewer years of experience of teaching and/or teaching in Norfolk) teachers in grades K-5. In those grades there are 21 teachers, of which 14 are probationary.

III. Process Steps/Atmosphere of Change

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

- (1) Members of the school improvement leadership team solicit input from the school staff and/or other stakeholders in a variety of ways. The school is organized around horizontal grade level and content vertical teams whose leaders are sitting members of the school improvement leadership team. This creates a pathway for the back and forth flow of information as well as providing a mechanism for discussion and exchange of views as changes are implemented in the building. Monthly staff meetings also provide a venue for open discussion of information, changes, and concerns. Monthly grade level chair meetings have been added as an avenue to share the school improvement plan and gain input from teachers

to support the school improvement plan. The principal has an open door policy and makes herself available for meetings with staff and parents to hear and respond to concerns. Grade level team leaders solicit concerns from team members during weekly grade level planning meetings and include those concerns on a report sent to the principal.

- (2) Decisions are communicated with all staff and/or stakeholders via a weekly update from the principal to the entire staff that includes information submitted from administration, school leadership, and other staff members. A monthly newsletter is sent home from the principal to keep parents informed of all school activities and events. A calendar with dates of special events for the school year is sent home in September to keep parents informed. The school's webpage is continuously updated to provide school information. Blackboard Connect, a messaging system, is used regularly to remind parents of school activities and any information that needs immediate attention. The assistant principal serves as the process manager which includes taking the notes, uploading minutes from the monthly Shared Governance Team (SGT) meeting; the Reading and Math Specialists upload the monthly CFA student data into Indistar, the principal organizes and leads the meeting and updates the tasks with the team in Indistar. All members of the team share in the assessment of the required strands and creation of tasks from the Transformation Toolkit. All members share in completing required reports in Indistar.
- (3) Responsibilities are divided among the members of the School Improvement Leadership Team. The Assistant Principal serves as the process manager. The Math and Reading Specialists upload the monthly Common Formative Assessments (CFA) data reports into Indistar and meet with each grade level for collaborative planning to discuss strategies for implementation of change initiatives centered on Response to Intervention. The school counselor serves as the new PBIS coach, helping the staff and individual teachers improve understanding and implementation of the new PBIS program. Administrators provide leadership, support and professional development for all new change initiatives. All members give input in assessing required Strands and developing tasks in the Transformation Toolkit in Indistar. The school implements the RTI model. During monthly grade level and vertical data team meetings, teachers discuss and agree upon research-based strategies to implement based on current student achievement data. During a three week time span, interventions are provided to students who did not master the CFAs, and/or other assessments. Administration monitors instruction looking for integration of the agreed upon research-based strategies. After the three weeks, a form B of the assessment is administered to gauge the effectiveness of the intervention.
- (4) Implementation of new strategies and practices are monitored through formal observations, walkthroughs and lesson plan checks by administration with written and verbal feedback. James Monroe has identified Robert Marzano's research-based strategies, and John Hattie's strategies with the highest effect size as strategies to implement in daily practice. Written and verbal feedback on formal observations, walkthroughs, and lesson plans consistently addresses the integration of new strategies from professional learning into instructional practice. Lesson plans are collected weekly from new and struggling teachers for review prior to the delivery of instruction. Feedback is provided on alignment of the taught, tested and written curriculum, alignment of the student learning objective (behavior, condition, and criterion) with the written and taught curriculum, and implementation of research-based

strategies. Strategies are also identified for school-wide use during monthly vertical data team meetings. Interventions using selected strategies (Similarities & Differences, Justification, Direct-Explicit Instruction, Content Vocabulary Integration, and Feedback) are provided by classroom teachers, interventionists, and the reading and math specialists over a three week period. Based on the student achievement results, it is determined if the strategies were effective. If not, discussion around fidelity of strategy implementation and whether the strategies selected were the right match for the area of student need. These strategies are not inclusive but indicate those that are implemented and practiced daily.

IV. Instruction

- (1) How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)
- (2) How do teachers differentiate learning for students in whole group instruction?
- (3) How are formative assessments used in your school?
- (4) How does student achievement goal setting (Standard 7 of Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers) impact classroom instruction?

- (1) Students are identified for additional support through Universal Screening Tests (PALS, DRA, STAR Reading, STAR Math) that are administered three times a year. New district-wide common formative assessments (CFA) are administered as progress monitoring assessments each month to identify students who are non-proficient in the state standards taught during the month. Results from these assessments are used to tier students for additional Tier 2 and Tier 3 support. Results are also used to identify targeted skills to inform instructional and intervention planning and delivery. This assessment data also provides information about the effectiveness of both classroom and intervention programs.
- (2) Tier 1 differentiation is a major concern at James Monroe School. Teachers differentiate the learning environment; making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration; setting out clear guidelines for independent work that matches individual needs; developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately; and helping students understand that some learners need to move around to learn, while others do better sitting quietly. On-going professional development is being provided through coaching by administrators, content specialists and the LTP to address instructional concerns in this area.
- (3) Currently, teachers are required to include formative assessments in their lesson plans. This practice will continue this year and teachers are expected to use formative assessments as checks for understanding and collect data to determine next steps for instruction, identify non-proficient students for tiered interventions, identify state standards and skills to guide intervention planning and professional development, and to determine the effectiveness of both Tier 1 classroom instruction and Tier 2 intervention lessons.
- (4) Student achievement goal setting directly impacts classroom instruction. Students are

assessed in the fall. Based on student results, the teachers set goals for student growth and identify research-based strategies to support student growth. Standard 7 (Student Growth Goals) encourages teachers to better track student assessment data and make changes to their instructional planning and delivery. Teachers use an electronic data book to document and monitor student learning progress. Teachers implement strategies identified in student achievement growth goals in their instructional practice and administration monitors the implementation of the identified research-based strategies during observations, walkthroughs, and lesson planning. Mid-year goals and student achievement data will be reviewed to determine if there has been adequate student growth. In-depth discussion between the teachers and principal are held to determine whether strategies were taught with fidelity and/or new strategies should be implemented.

V. External Support

- (1) Describe how the involvement of community-based organizations is aligned to the school's improvement plan.
- (2) Which external partners (LTP), service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.
- (3) Describe (a) the ways parents and the community have been involved in the design and implementation of the interventions (LTP); (b) the input provided by parents and community members (needs identified by the stakeholders), and (c) how they will be informed of on-going progress?

(1) The school improvement plan outlines involvement from the various community-based organizations and the supports provided. The Literacy Enrichment Center of Norfolk provides literacy coaches to first and second grade students through the implementation of the school's adaptive reading program (iStation). The coaches run iStation reports to determine student needs and designs instruction based on the results. ForKids provides wrap-around services to McKinney-Vento families. Two of their employees are housed in James Monroe to provide mentoring during the school day and tutoring after school two days a week to McKinney-Vento students. The two employees attend professional development provided by the school and district and integrate learning from professional development opportunities. The employee providing tutoring after school is a highly-qualified licensed teacher. The focus group supports James Monroe by organizing college students to mentor and tutor students in grades 3-5. Norfolk Academy brings student tutors over one day each week to tutor selected students in grades K-2. Tutoring work is provided by the classroom teacher. Selected students go to the Park Place Life Center every Tuesday and Thursday for literacy and math support. Art activities are provided as enrichment. The Eastern Virginia Medical School provides literacy tutors to selected students in grades K-5. All of our community-based organizations provide support in literacy and/or math to help meet the needs of students based on student outcome data.

(2) The external Lead Turnaround Partner selected to fulfill the Scope of Work collaboratively

developed by the school's transformation team is Pearson. We have also been provided a VDOE contractor to serve as a liaison between the school, division, and state leadership. Partners provide differentiated training and technical assistance for personnel. Family and community engagement, faculty professional development support, instructional leadership, literacy, and mathematics support will be provided through technical and job-embedded coaching. Tutors are hired to provide targeted interventions for students based on data from district and school-wide testing. Pearson will set and monitor school-wide goals and objectives through the 30-60-90 day plan, Indistar reporting, essential actions, assessment of/for learning data, observational walkthroughs, and focus walks.

- (3) a) Regular meetings with the PTA Board provide multiple opportunities for parental input in the planning, design, and implementation of our school's intervention program. On-going parent - teacher conferences provide opportunities for parent and teacher collaboration in planning intervention support for their children. Phone calls, notes home, exchange of emails, progress reports, report cards, and the district "ParentVue" internet gradebook portal keeps parents fully informed of their children's progress. A parent/community involvement committee will be formed during the 2015-2016 school year as another format for gaining parent and community support.

b) Parent and community input indicated the need for the following: establishing a more active Parent Teacher Association; using social media to communicate with parents; assisting with parent transportation in order for some parents/guardians to participate in meetings or events held at the school; reducing the amount of homework; providing parents with clear directions and strategies to help with homework; requiring all teachers to use ClassDoJo; making sure their children learn to read well and pass the SOL tests; establishing smaller class sizes; and providing more help for teachers in the classroom.

c) Parents will be informed of the on-going progress of the school using the school's website, the school's monthly newsletter, Facebook page, the school's Indistar plan, Blackboard, and monthly parent outreach meetings.

VI. Staffing & Relationships

- (1) What process is used to assign teachers to positions, classes and grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?
- (2) What is the school's process for implementing the division's teacher evaluation system?
- (3) Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.
- (4) Describe how you identify teachers who need support and provide opportunities to improve professional practice.

- (5) How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?
- (6) How do you define the relationship between the Lead Turnaround Partner, state approved personnel, division point of contact, and the principal? How can it be improved? (Applies to continuation applications only.)

- (1) The principal attends district job fairs and participates in the interviewing process. Candidates are selected based on how well they answer the interview questions and teaching certification match. Enthusiasm, passion, and a genuine concern for students are also taken into consideration. When it is necessary to assign teachers to different grade levels, the principal considers observations, attitude toward change, understanding of the age group of students and student assessment data. Certification status, observation data, student assessment data, past experience, attendance data are used to determine grade level and class assignments. Willingness to change teacher assignments (a second grade teacher will be moved to third grade for the second quarter) helps to ensure a better match between teacher skill and student needs.
- (2) The administrators follow the Teacher Evaluation System Handbook to ensure that all teacher evaluation protocol is strictly followed. TalentEd software is used as mandated for recording and tracking progress during the evaluation process. All teachers are informed of their evaluation status in a letter sent via email in September for the 2014-2015 school year. The letter outlines responsibilities, tasks, and timelines of the principal and teacher. An observation schedule with caseloads for the principal and assistant principal is updated in the fall, identifying summative (teachers with three or fewer years of teaching and teachers in the fourth year of the evaluation cycle) and non-summative teachers (teachers with four or more years and not in the fourth year of the evaluation cycle). A meeting is held with all summative teachers to review the expectations, responsibilities, tasks, and timelines. The principal creates the caseloads for the assistant principal and principal. The principal includes the majority of probationary teachers and struggling teachers on her case load. However, the assistant principal and principal complete various observations and post-observation conferences together.
- (3) Teacher Recognition and Rewards include Club 212. This is a new monthly reward system designed to recognize and reward teachers who have exceeded their assigned duties (i.e., presenting professional development, developing programs to encourage student achievement, serving as a model classroom, etc.) and have raised student achievement. The goal is for the students to score 70% or greater on the district-wide monthly common formative assessments. Teachers are recognized in the weekly Eagle Update that is emailed to all staff.
- (4) Teachers who struggle with any of the performance standards of the Teacher Performance Evaluation System are identified for additional support. Poor student performance (below 70%) on district CFA's, focus walk-throughs, formal and informal observations are the criteria used to identify teachers struggling with meeting the performance standards. Norfolk Public Schools principals are evaluated using the district Principal Evaluation System by their Executive Director who also provides feedback on their performance. The principal receives feedback from her Executive Director several times a year through onsite observations, which includes Shared Governance Team (SGT), School Improvement Team meetings and

walkthroughs. Observation is also provided from the Office of School Turnaround and Support (OSTI) team members during school visits and through coaching notes in Indistar. The frequency of feedback on the principal's performance is given informally, 2-3 times a month. Formal feedback on performance is provided at a minimum of three times a year; fall, mid-year, and spring.

- (5) Norfolk Public Schools principals are evaluated using the district Principal Evaluation System by their Executive Director who also provides feedback on their performance. The principal receives feedback from her Executive Director several times a year through onsite observations, which includes Shared Governance Team (SGT), School Improvement Team meetings and walkthroughs. Observation is also provided from the Office of School Turnaround and Support (OSTI) team members during school visits and through coaching notes in Indistar. The frequency of feedback on the principal's performance is given informally, 2-3 times a month. Formal feedback on performance is provided at a minimum of three times a year; fall, mid-year, and spring.
- (6) The relationship between the Lead Turnaround Partner, the state contractor and the division point of contact is one of collaboration and support. All parties have provided support and insight with regard to Essential Actions, professional development and Indistar. Collaborative walkthroughs and formal observations have been completed on-site with inter-rater reliability discussions. An area of improvement would be for additional opportunities for collaborative observation to increase the principal's capacity for doing observations and providing verbal and written feedback to teachers.

VII. Decision-Making & Autonomy

- (1) What is the decision-making process for school improvement efforts, overall strategic vision, and/or anything that impacts the improvement plan?
- (2) What policies or practices exist as barriers that may impede the school's success? Please note where the policies originate (i.e. state code or division policies/practices). What is the process to remove the barriers? List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)

- (1) The decision-making process involves input from all stakeholders. The school improvement leadership team, with input from community and parent stakeholders and the full teaching staff, comes to a consensus on action steps needed to make improvements to areas of need. It is first discussed in the school improvement leadership team meeting and then taken to the grade levels and other stakeholders. It is reviewed monthly and updated as needed.
- (2) Policies and/or practices that are possible barriers that may impede the school's success could be the lack of monetary incentives to attract and retain experienced and highly effective teachers for James Monroe. Current division practice does not allow for differentiated pay scales or stipends for teachers to work in a priority school. Although, previously monetary incentives have been used unsuccessfully, the division plans to gather teacher input to determine if monetary incentives are feasible and recruit and retain staff in priority schools. Shared Governance Team Meetings occur monthly beginning in October and run throughout June. These meetings allow opportunity for conversations and discussion about potential

barriers and processes for removal.

VIII. Phase-Out Planning

- (1) What services should be maintained after these federal funds and supports end?
- (2) How will the school and division prepare for the phase out of funds, supports, and services?
How will the district support the school as it prepares for the phase out?
- (3) What supports from the state would be the most helpful?

- (1) The services that should and will be maintained are professional development and coaching of teachers to improve skills in data driven decision making, curriculum knowledge, instructional planning and delivery needs (differentiated instruction). The Shared Governance Team meetings model will also be maintained.
- (2) The school and division will prepare for the phase out of funds, supports, and services by increasing the capacity of the instructional support that the division provides on a daily basis to maintain the expertise and performance of teachers and principals. There will be evidence of a phase-out plan with the external provider including decreased fees and external provider presence as the division increasingly assumes responsibility for sustaining the reform, and incremental decreases in funding requests and hours of support over the three-year grant award period.
- (3) Supports from the state that would be most helpful are streamlining and limiting the number of required reports and pacing the due dates, providing rubrics for the report in advance of the due dates of required reports, professional development based around needs of the schools, and detailed information on completing the SIG application applications and the various reports completed in Indistar.

SECTION 2: REQUIRED ELEMENTS, PART 1

The LEA is required to provide the following information for each school the LEA has identified to serve:

Note: Data for questions 1 and 2 below may be preliminary at the time of application.

- (1) Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools.

N/A

- (2) Student achievement data for the past three years (current school year and previous two school years) in reading/language arts and mathematics: by school for "all students", each gap

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group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)

Reading	<u>Current Year 2014-2015</u>	<u>2013-2014</u>	<u>2012-2013</u>
All Students	39.10%	56.57%	85.98%
Gap Group 1	37.16%	53.90%	85.23%
Gap Group 2	39.45%	56.64%	84.93%
Gap Group 3	TS	TS	TS
Economically Disadvantaged	37.16%	54.28%	85.23%
Limited English Proficient	TS	TS	TS
Students with Disabilities	TS	TS	TS
White	TS	TS	TS
Mathematics	<u>Current Year 2014-2015</u>	<u>2013-2014</u>	<u>2012-2013</u>
All Students	42.85%	54.43%	53.62%
Gap Group 1	41.17%	52.38%	52.30%
Gap Group 2	42.76%	54.05%	51.56%
Gap Group 3	TS	TS	TS
Economically Disadvantaged	28.00%	52.73%	52.30%
Limited English Proficient	TS	TS	TS
Students with Disabilities	TS	13.33%	TS
White	TS	TS	TS

*TS- Too small

(3) Total number of minutes in the 2014-2015 school year that *all students* were required to attend, broken down by daily, before-school, after-school, Saturday school and summer school; and any additional increased learning time planned for 2015-2016. **This information will be shared with USED.*

Daily requirements for the 2014-2015 school year:

6 hours 25 mins - 30 min lunch = 5 hours 55 mins

355 mins/day * 185 days = 65,675 mins

65,675 mins / 60 mins = 1094.58 hours/year

Before-School opportunities for the 2015-2016 school year to increase learning time:

30 mins/day * 185 days = 5,550 mins

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

Total Enrollment:	445
Male:	210
Female:	235
Asian:	1
Black:	403
Hispanic:	9
White:	11
Students with Disabilities:	38
English Language Learners:	3
Economically Disadvantaged:	283
Migrant:	0
Homeless:	10

(5) Analysis of student achievement data with identified areas that need improvement based on previous three school years. Include preliminary data for 2015-16 if this is a continuation application. Identified areas needing improvement should align with goal setting and action steps throughout the application.

Example:

Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70).

Area 1: Annual pass rates in reading are as follows: grade 3 (66, 26, 38); grade 4 (49, 47, 40); grade 5 (55, 49, 71), demonstrating strength in grade 5, pass rates were lower in grade 4. While all growth occurred, there is room for improvement in order to meet the annual measurable objectives.

Area 2: Annual pass rates in math are as follows: grade 3 (59, 23, 33); grade 4 (49, 62, 61); grade 5 (55, 49, 81), demonstrating strength in grade 5. While all grade levels showed growth, there is room for improvement in order to meet the annual measurable objectives.

- (6) Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess. Description should provide insight into the capacity and functionality of the facility to serve students.

James Monroe Elementary School was built in 1990. There are 32 classrooms with grades preK3 - grade 5. The media center is located on the first floor in the center of the building. It has a closed room design for quietness with a number of offices used by the media specialist, the math specialist, the network engineer, and the school improvement administrator. Special areas in the media center include a computer lab, a read aloud area, a research and study area, and a smart board. The cafeteria, also located centrally on the main floor is a combination cafeteria/auditorium combined. Without walls, the cafeteria is open to hallways, creating noise concerns. Seating is family style with round tables. A stage for student performances is located across from the serving line. The school is connected to the community recreation center for shared use of the gymnasium. A large fenced campus provides ample room for outside recess. Dated playground equipment is scheduled for replacement in Spring 2016.

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

The school is well equipped with 21st century technology. There is a computer lab off of the Media Center with 25 new computers and headphones. Each classroom has a fully functioning smart board to enhance student instruction. Laptop carts with 24 computers are in all classrooms in grades 2 - 5 for on-going daily use by all students. An additional cart is available for check out in grades K and 1. Also, the school has computers in the media center for class and staff use. There are also two iPad carts for class checkout. Laptops are also available for teacher check out.

- (8) **A.** Use the charts below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years of experience by grade or subject for the 2015-2016 school year. This should be an unduplicated count for each set.

SET 1:

Category	Number of Teachers	Percentage of All Teachers
Highly Qualified Teachers:	26	100%
Teachers Not Highly Qualified:	0	0

SET 2:

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Category	Number of Teachers	Percentage of All Teachers
Teachers with Less Than 3 Years in Grade/Subject:	13	50%
Number of Teachers with a Provisional License:	0	0

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

Kindergarten- 2, First Grade- 3, Second Grade- 3, Third Grade- 1, Fourth Grade- 1, Fifth Grade 1

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

#	
Years	Instructional Staff
0	7
1	3
2	9
3	1
4	2
5	3
6	

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

#	
Years	Instructional Staff
14	
15	1
16	
17	
18	
19	
20	1

(9) B. Indicate the total number of teaching days teachers worked divided by the number of *teaching* days for school year 2014-2015.

Total # of Teaching Days	Total # of Days Worked	Teacher Attendance Rate
180 x 26 teachers= 4,680	162 x 26 teachers= 4,212	90%

SECTION 2: REQUIRED ELEMENTS, PART 2

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

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

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

1. The LEA determined that all external providers would be selected from the approved VDOE list which consists of seven providers. This process was selected because the LEA is intent on using the providers, vetted by the VDOE.
 - (a) Once James Monroe was named priority, the LEA convened at the beginning of the 2014-2015 school year to review the LTP's available to serve the schools. Based on the ability to serve the students of James Monroe, the ability to coach the faculty on improved instructional strategies, the ability to critically analyze data and offer coaching and improvement strategies to the leadership team, and based on the amount of professional development opportunities offered to the faculty and staff, it was determined that the services offered by the current LTP was worth continuing for the 2015-2016 school year.
 - (b) During the 2014-2015 school year, the LEA worked collaboratively with the school to select the LTP. James Monroe attended a webinar, where we took copious notes regarding the needs of the school and the capacity of the LTP to serve James Monroe. We then selected LTP's for the LEA contact and James Monroe to interview before making a final determination.
 - (c) James Monroe then shared the options with the faculty, staff, and families and allowed them to give input. Once a consensus was reached, the selection was forwarded to the executive director of elementary schools. Throughout the school year, parents and other community stakeholders will continue to receive updates on the selection of a LTP and program/progress updates.

Lead Turnaround Partners maintain ongoing communications with the LEA and the school-level staff. Additionally, they provide monthly updates/status reports during SGT and Leadership team meetings. Also, they participate in data team meetings and attend All VDOE technical assistance sessions to ensure their alignment with all school improvement efforts.

- (2) Provide an explanation of the division's capacity to serve its Priority schools including a description of the LEA plans to (a) adequately research, design and resource the interventions; (b) engage stakeholders, with significant emphasis on parental engagement, for input into the selection of a reform model and the design of interventions with consideration of the needs identified by the community, and to keep stakeholders informed on progress towards attaining school goals; and (c) monitor the implementation of the intervention towards attaining the established goals (leading and lagging indicators) and to provide technical assistance to the school as needed.

An LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program or REAP) may propose to modify one element of the turnaround or transformation model, and, if so doing, must describe how it will meet the intent and purpose of that element. **Only LEAs eligible for REAP and proposing to modify one element of the turnaround or transformation model should respond to this flexibility component.**

Our division has the capacity to support James Monroe Elementary. The division's school improvement team consists of 4 members of the Office of School Turnaround and Improvement (OSTI) and members/support from all central administration departments. The members of the School Improvement Team participate in monthly SGT meetings with the school teams, the Lead Turnaround Partner, and the VDOE liaison. Also, the Lead Turnaround Partner and Executive Directors maintain ongoing communications with building administrators to identify areas of need.

Parent liaisons have been instituted at the elementary school level to engage the school community with substantial emphasis in parental engagement. Specifically, these liaisons (in collaboration with school leadership), inform parents of the design and implementation of the interventions. Surveys are also used to provide and to give them opportunities for input. Additionally, the division has developed three division-wide Parent Universities to support this process.

Each school is allotted funds to research and design interventions to support safety nets and enrichments. Schools must submit a plan and is expected to implement that plan throughout the school year. Safety net funding may be used to support all efforts that are provided during the school day and during all extended learning opportunities.

Each school has developed and presented their master schedule to their appropriate executive director. The master schedule is required to allocate time and resources for interventions during the day. These interventions are monitored monthly to determine their level of effectiveness. Internal Lead Partners and central administration department staff participate in all VDOE required Technical Assistance training, sessions, and webinars.

Extensive discussions have been held with all stakeholders to build capacity to implement the

Transformation Model with fidelity. Analyses of data and division-wide initiatives have led to the selection of the Transformation Model as the best fit for the school. School leadership support has also been realigned to provide four executive directors to support school improvement efforts.

- (3) Describe the process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively. Provide a timeline for implementation of the *required components* of the selected reform model, including the Lead Turnaround Partner. Delineate the responsibilities and expectations to be carried out by the external partner and the LEA. Provide a description of the process the LEA will use to monitor, regularly review, and hold accountable any external partners.

*An LEA selecting the *Restart* model must indicate how it will hold accountable the charter school operator, CMO, EMO or other external provider for meeting the model requirements.

School and division level administrators attend all VDOE School Improvement meetings and maintain on-going communication to prepare for the intervention model. School-level staff and division-level administrators participate in monthly Shared Governance Team (SGT) meetings to review various data sets, conduct classroom observations, align resources as needed, and receive support updates from the Lead Turnaround Partner. Our division leadership team meets (with our VDOE liaison) to discuss all school improvement efforts, monitor Indistar plans, and identify schools in need of additional support.

A timeline for implementation of the transformation components follow:

- NPS ensures that the current principal has not been in place longer than three years. If this is the case, upon notification that the school has become a priority school, the principal is notified that he or she may be reassigned to other position. To fill the vacancy by the reassignment the position is posted, a pool is identified, interviews are conducted, and a new principal is assigned. If the current principal has been in place for less than three years, upon notification that the school has been identified as priority, training is provided by VDOE OSI related to the priority status. NPS supports the development of implementation of the school improvement plan by assigning an OSTI school administrator to the school. Additional leadership development for the turnaround effort is outlined in the Lead Turnaround Partners statement of work.
- The Lead Turnaround Partner conducts a “needs assessment” to determine areas of focus and to develop a scope of work. The principal, the LTP, and division leaders meet to collaboratively establish goals that would lead toward rapid improvement. September begins the big push toward designing lesson plans that intentionally address the key components of the curriculum such that Tier I instruction is highly effective.
- A rigorous educator evaluation system has been implemented. Probationary teachers are notified of the number of formal evaluations that will be conducted. In between these formal evaluations, focus walks and informal observations are conducted. If concerns about

performance arise, the building principal also has the option to confer with the professional review board for advice and professional development that will help increase their knowledge on how to collect documentation to support any concerns regarding teaching staff.

- NPS makes every effort to ensure that staff placed in priority schools are highly qualified and possess the skills necessary to meet the needs of the students in the school. If staff members are deemed ineffective, they are provided support through professional development from building administrators, OSTI staff, LTP and other key-division personnel. Although the district has not implemented monetary incentives, non-monetary incentives have been used such as offering various opportunities for advancement to include interventionist and specialist positions. Monetary incentives are provided to principals working in priority schools.
- School improvement plans are created and uploaded to Indistar, and progress monitoring ensues. The school's leadership team begins weekly meetings to address the transformation initiatives. Data from monthly formative assessments, data from quarterly benchmark assessments, attendance data, and discipline data are promptly analyzed. Shared Governance Team meetings begin with a focus on the school's goals. Progress toward established intermediary goals is a key part of the discussions. Where there are shortfalls, district support is immediately provided. Form B assessments become a key part of the teaching and learning process. In addition, monitoring of intervention groups is a critical part of determining whether students are grasping the concepts that they previously missed.
- Extended learning opportunities were made available all throughout the year. Jacox implements a comprehensive data-driven instructional program. At the beginning of the school year, students are assessed with a universal screener to determine tier placement. The universal screener also helps teachers in planning lessons to ensure that individual student needs are met. Standards based instruction is delivered to all students and students are formatively assessed daily. Remediation and enrichment lessons are provided to students before, during, and after school. Data is reviewed weekly to determine professional development efforts. Parents are encouraged to support the cycle of improvement by volunteering during schools hours, reading to their child, and assisting with homework. Additional learning opportunities are provided during the summer for students not meeting objectives.
- School leaders, division leaders, and the LTP continue to monitor progress. All school data continue to be monitored with a focus on Tier I, II, and III instruction. The STAR assessment is once again administered to determine growth.
- School leaders, division leaders, and the LTP continue to monitor instruction, analyze data, implement varied research-based strategies, and monitor the response to intervention.

All stakeholders have been informed of priority status. Also, The LTP will report out monthly during SGT meetings and provide quarterly reports. Additionally, monthly meetings between building level administration and the LTP will occur. School and division-level staff will meet with the Lead Turnaround Partners to ensure that they are fully and effectively supporting the schools' implementation of the Transformation Model. OSTI members along with the building administration will monitor and observe the LTP regularly and meet to have discussions about progress and concerns bi-weekly. The LTP has agreed to provide weekly schedules, and areas of focus that will be addressed,

which will assist in the LEA in being able to hold them accountable. Quarterly meetings will be held with the principal, chief academic officer, LTP, and OSTI members. During these meetings it will be required for the scope of work to be reviewed and discuss the progress of the LTP and any adjustments that may need to be made.

- (4) *For an LEA proposing to use SIG funds to implement, in partnership with a whole school reform model developer, an **Evidence-based Whole-school Reform** model for the school, provide a description of (a) the evidence supporting the model including a sample population or setting similar to that of the school to be served; and (b) the partnership with a whole school reform model developer which meets the definition of “whole school reform model developer” in the SIG requirements.

Only LEAs proposing to use SIG funds to implement an *Evidence-based Whole-school Reform* model should respond to this prompt.

N/A

SECTION 3: EXPLANATION OF LACK OF CAPACITY TO IMPLEMENT

- **If the LEA lacks the capacity to serve all of its Priority schools (Tier 1), provide the information requested below.**

Note: If you completed Section 3, Part II (above), *do not* complete this section.

1. Describe the steps the LEA has taken to secure the continued support of the local school board for the reform model chosen.	N/A
2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.	N/A

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3. Describe the process of the LEA for consideration of the use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff).	N/A
4. Describe the steps the LEA has taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model.	N/A

SECTION 4: BUDGET NARRATIVE, BUDGET DETAIL & BUDGET SUMMARY

LEA Budget Application - Attachment A (Excel)

The LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve. **Utilize the attached budget file** to develop a budget for each Priority school the LEA commits to serve, detailing the line item expenditures designed to support the implementation of the reform model selected for Year 1, October 1, 2015 through September 30, 2016.

The detailed budget summary the LEA submits as part of the grant application will provide evidence of how other funding sources such as Title I, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; and state and/or local resources will be used to support school improvement activities.

Detailed instructions for developing the LEA and each Priority school budget are included in Attachment A.

SECTION 5: ASSURANCES & CERTIFICATIONS

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

The LEA assures it will –

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements.
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
- (3) Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- (4) Ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (5) Maintain appropriate levels of funding for the schools it commits to serve to ensure the school(s) receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (6) Use its funds to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements, to include all requirements of the USED turnaround principles:
 1. Providing strong leadership by: (a) reviewing the performance of the current principal; (b) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround initiative effort; and (c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
 2. Ensuring that teachers are effective and able to improve instruction by: (a) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround initiative effort; (b) preventing ineffective teachers from transferring to these schools; and (c) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
 3. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
 4. Strengthening the school's instructional program based on student needs and ensuring that the

instructional program is research-based, rigorous, and aligned with State academic content standards;

5. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data;
6. Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
7. Providing ongoing mechanisms for family and community engagement.

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

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- Student transfer data
 - Student intervention participation by intervention type; and
 - Other indicators, if needed.
- (11) Use an adaptive reading assessment program approved by Virginia Department of Education to determine student growth at least quarterly for any student who has failed the SOL reading assessment in the previous year, a student with a disability, or an English language learner.
- (12) Uses the *Algebra Readiness Diagnostic Test* (ARDT) for all schools with grade 6 or higher for all students who have failed the SOL mathematics assessment in the previous year, a student with a disability, or an English language learner (fall, mid-year, and spring at minimum).
- (13) Ensure the principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative.
- (14) Continue implementation of a division-level team with representatives for Instruction, Title I, Special Education, and English Language Learners (if applicable). The division team will: (a) review each school's improvement plan; (b) ensure documentation of division support is evidenced in the school's plan; (c) meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report; and (d) assist in updating the school's plan to evidence the division's support of actions developed from analysis of data.
- (15) Attend OSI technical assistance sessions provided for school principals, division staff, and LTPs.
- (16) Collaborate with state approved personnel to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform.
- (17) Provide an annual structured report to a panel of VDOE staff detailing the current action plan, current leading and lagging indicators and modifications to be made to ensure the reform is successful.
- (18) Report to the state the school-level data required under the final requirements of this grant, including USED required teacher and principal evaluation data (SIG/TPEC Report).
- (19) Ensure the school principal is integrally involved in the application process.
- (20) Additional Assurances specific to Districts with School Turnaround Offices:
- i. Report quarterly to the local school board on each Priority school's progress as documented in the Priority School Quarterly Data Analysis Report.
 - ii. Set annual measurable goals for the Office of School Turnaround. Goals should be submitted to the Office of School Improvement by August 30 each year.

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Assurance: The local educational agency (LEA) assures that School Improvement Grant 1003(a) and/or 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under Virginia’s *ESEA Flexibility Waiver* and unwaived requirements under *No Child Left Behind Act of 2001* (NCLB).

Certification: *I hereby certify that, to the best of my knowledge, the information contained in the application and in the state determined comprehensive planning tool is correct. I agree to adhere to the requirements of the USED Flexibility Waiver.*

School Division (LEA): Norfolk Public Schools

Priority School: James Monroe Elementary

Principal’s Typed Name: Celeste Jones

Principal’s Signature: _____

Date: _____

Superintendent’s Typed Name: Dr. Michael E. Thornton

Superintendent’s Signature: _____

Date: _____

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

Resources

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

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BUDGET SUMMARY FOR: James Monroe

(School Name)

Object Code	Expenditure Accounts	School Year 2015-2016	School Year 2016-2017	School Year 2017-2018	Three-Year Grant Subtotal
1000	Personal Services	\$ 36,089.05	\$ -	\$ -	\$ 36,089.05
2000	Employee Benefits	\$ 13,096.16	\$ -	\$ -	\$ 13,096.16
3000	Purchased Services	\$ 648,170.00	\$ -	\$ -	\$ 648,170.00
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ 9,474.15	\$ -	\$ -	\$ 9,474.15
6000	Supplies & Materials	\$ -	\$ -	\$ -	\$ -
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 706,829.36	\$ -	\$ -	\$ 706,829.36

School Improvement Grant Application

School Year 2015-2016

Budget Request for: James Monroe Elementary

(School Name)

Budget Detail: Personal Services (1000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Office of School Turnaround and Improvement (OSTI) Staff Member	Split funding of a OSTI staff member is being requested to help facilitate the reform efforts and serve as a liaison between the school and VDOE. 1/2 of the annual salary of the OSTI staff member will be split funded between 2 priority schools (Jacox and James Monroe Elementary School). The employee will dedicate 1/2 of their time and effort to each of the schools. This OSTI member will assist in the development and implementation of interventions, provide on-going feedback through observations and focus walks, and assist in reviewing the instructional program particularly in the areas of mathematics and reading. By attending and participating in school data meetings, this staff member can provide key input into the continuous improvement efforts.	\$ 36,089.05			\$ 36,089.05
					\$ -

					\$ -
					\$ -
Total Compensation		\$ 36,089.05	\$ -	\$ -	\$ 36,089.05
Personal Services supported from other funding sources:	<i>Ex. K-5 Reading Specialist @ \$65K/yr (Title I)</i> Insert response here: Title I (Federal Funds) \$238,292 Title I supports 3 Interventionist, 2 Pre-K 3 Teacher Assistants, 2 Pre-K 3 Teachers, and 1 Parent Liaison				

Budget Detail: Employee Benefits (2000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Fringes for OSTI staff member	To cover the cost of fringes and benefits (FICA, VRS RET, Health Insurance, VRS Group Insurance) for a OSTI staff member. 1/2 of the annual benefit elections of the OSTI staff member will be split funded between 2 priority schools (Jacox and James Monroe Elementary School). Based on currently benefit elections \$26,192.32 (annual benefits of the employee) / 2(number of priority schools) = \$13,096.16 (annual amount allocated to each of the priority schools).	\$ 13,096.16			\$ 13,096.16
					\$ -
					\$ -
					\$ -
					\$ -
Total Employee Benefits		\$ 13,096.16	\$ -	\$ -	\$ 13,096.16
Employee Benefits supported from other funding sources:	Insert response here: Title I (Federal Funds) \$93,761 Benefit elections for those contract Title I positions. Social Security / Medicare, VRS Retirement, Health Insurance, VRS Group, VRS HealthCare Credit				

Budget Detail: Purchased Services (3000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Lead Turnaround Partner	In accordance with the approved SOW, the LTP (Pearson) will work 40 hrs per week. The number of students enrolled is 445. The base unit price for the LTP is \$1,406.00. The number of months included in the scope of work is 12.	\$ 625,670.00			\$ 625,670.00
OSI approved Personnel	Tasks for the OSI approved personnel (VDOE contractor) include: orientation, report completion and data review, and continuous monitoring of the alignment of the division, LTP (Pearson), and the school. OSI approved personnel will work approx. 30 hours/mo. at \$61.13/hour plus travel.	\$ 22,500.00			\$ 22,500.00
					\$ -
					\$ -
					\$ -
Total Purchased Services		\$ 648,170.00	\$ -	\$ -	\$ 648,170.00
Purchased Services supported from other funding sources:	Insert response here: Title I (Federal Funds) \$116,970 Title I funds allocated to support equipment installation, and in-house field trips for students.				

Budget Detail: Internal Services (4000)

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

Budget Detail: Other Charges (5000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Indirect Costs	INDIRECT COST: \$36,089.05 (OC 1000) + \$13,096.14 (OC 2000) + \$647,670 (OC 3000) + \$5,000 (OC 5000) = \$702,355.19 $\$702,355.19$ (TOTAL EXPENSES) - \$625,670 (LTP) = \$76,685.19 X IDC rate of 4.4% = \$3,374.15+ IDC on the first \$25K of the LTP = \$1,100.00 = Total IDC of \$4,474.15.	\$ 4,474.15			\$ 4,474.15
OSI required travel for OSTI staff	VDOE & School Improvement related travel expenses for OSTI Staff and key building and division level leaders. This travel request will include mandatory technical assistance trainings, meetings and presentations. We estimate Norfolk Public School will travel 206.36 miles round trip per visit to attend OSI required trainings, technical assistance, and presentations at a mileage rate of .575. We estimate that Norfolk Public Schools OSTI Staff will attend 5 meetings, School Principal will attend 5 meeting, School Assistant Principal will attend 2 meetings, and potentially the School Leadership(4 Core Content Department Chairs) will attend 2 meetings. 206.36 (estimated number of miles round trip) X .575 (approved mileage rate) = \$118.65 allowable amount per trip. \$118.65 (allowable amount per trip) X 18 (total number of trips) = \$2,135.70.	\$ 2,135.70			\$ 2,135.70
Professional Development for Priority Schools	Approximately \$1,432.15, will be used for registration, travel, meals, and lodging for 1 OSTI Staff Member, and School Principal to attend ASCD. Approximately \$1,432.15, will be used for registration, travel, meals, and lodging for 1 OSTI Staff Member, and School Principal to attend Model School Conference for a total \$2,864.30	\$ 2,864.30			\$ 2,864.30
					\$ -

					\$ -
Total Other Charges		\$ 9,474.15	\$ -	\$ -	\$ 9,474.15
Other Charges supported from other funding sources:	Insert response here: Title I (Federal Funds) \$20,096.00 - Title I funds are used for travel related expenses such as meals, lodging, transportation, and registration for professional development opportunities.				

Budget Detail: Materials & Supplies (6000)

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

Budget Detail: Capital Outlay (8000)

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